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ABSTRACT

Undertaken in part to provide information to be used in comparative international studies of educational administrator preparation programs, this study of programs in the United States provides descriptions of typical programs, departments, and students; an analysis of current training trends; illumination of significant social forces affecting program revision; and recommendations for program change and additional research. Rather than describing particular programs, the study summarizes the general characteristics of the nation's programs. Questionnaires were returned by 258 department chairpersons. One chapter summarizes characteristics of departments of education, including institutional setting, sources of funding, degree offerings, staff, distribution of professors by sex, and student role and placement. The following three chapters look at master's degree programs, certification and specialist degree programs, and doctoral programs, including purposes and objectives, student admissions, program content and requirements, program experiences, research experiences, funding, facilities, student placement, and governance. One chapter compares masters, certification, specialist, and doctoral programs, and concluding chapters summarize trends in program development and some areas of concern in administrator preparation. The appendix reproduces all instruments used. (Author/JM)

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PREPARATORY PROGRAMS
FOR
EDUCATIONAL ADMINISTRATORS
IN THE
UNITED STATES

Editors: Paula F. Silver, University of Tulsa
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The University Council for Educational Administration
Columbus, Ohio

1978

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TABLE OF CONTENTS

Foreword to the Study:. The International Context. 1

Chapter One
Purposes and Structure of the Study. 6
by Jack Culbertson and Paula Silver

Chapter Two
Methods and Procedure of the Study 15
by Dennis Spuck

Chapter Three
Departments of Educational Administration. 23
by William Davis

Chapter Four
Master's Programs in Educational Administration. 52
by Gary Alkire

Chapter Five
Certification and Specialist Degree Programs 83
by Seymour Evans and Ann Shapiro

Chapter Six
Doctoral Programs in Educational Administration. 114
by John Nagle and Elizabeth Nagle

Chapter Seven
A Comparative Analysis of Masters, Certification, Specialist, and Doctoral Programs. 150
by William Davis and Dennis Spuck

Chapter Eight
Trends in Program Development, 1974-1978 178
by Paula Silver

Chapter Nine
Some Areas of Concern in Administrator Preparation 202
by Paula Silver

Appendix 216

FOREWORD TO THE STUDY: THE INTERNATIONAL CONTEXT

The idea for this study was presented at the very first conference of the Commonwealth Council for Educational Administration (CCEA) held at the University of South Pacific in Suva, Fiji, during the summer of 1973. The proposed study was contained in a paper entitled "UCEA-CCEA Relationships" which I presented at the conference. The idea was to embark upon an international study of preparation programs by means of cooperative efforts involving CCEA and UCEA leaders. This proposal and a number of others were examined by participants at the Suva conference. More specifically, the international study of preparatory programs was one of ten research and development alternatives presented for discussion and assessment.

A major purpose of the paper on "UCEA-CCEA Relationships" was to offer suggestions about how communication and cooperative effort between CCEA and UCEA leaders could be strengthened. Among other things, the paper presented three structures for facilitating international research and development efforts: "parallel," "segmented," and "shared" (Culbertson, 1974). The study of international preparatory programs was set forth for implementation within a "parallel" structure, which can be defined and illustrated in part as follows:

> The . . . 'parallel' relationships would require limited coordination and planning on the part of CCEA and UCEA leaders. In this type of relationship, it would be necessary to agree upon a program objective and UCEA and CCEA leaders would then seek to stimulate inquiry related to the stipulated objective. Work could proceed relatively independently in different countries on defined cross-national objectives within UCEA and CCEA in the 'parallel' arrangement. While the outcomes of the endeavors in the two contexts would bear upon the same general topic, the approach used, the findings developed, and the generalizations formulated could differ substantially . . . .

> Let us assume, for example, that the program objective chosen for the parallel effort was the study of preparatory programs for educational administrators in English-speaking countries. A few individuals within the UCEA context and a few in the CCEA context might independently design and pilot test instruments for obtaining data on different preparatory programs for educational administrators (e.g., Masters and PhD). The major purposes of such a study would be to illuminate the nature of current programs and to point directions for improving them (Culbertson, 1974, p. 17).

Immediately following the CCEA conference at Fiji, the Executive Board of CCEA held its summer meeting at the School of Education of the University of South Pacific in Suva. Attending the meeting were the following CCEA Board members: William Walker, Professor of Education and Dean of the Faculty of Education at the University of New England in Armidale, Australia, President; George Baron, Professor of Educational Administration, University of London, Great Britain, Vice President; A. R. Crane, Principal of the Armidale Advanced College of Education at the University of New England; Ross Thomas, Senior Lecturer in Education at the University of New England; M. Selim, Director, Institute of Educational Research, University of Dacca, Bangladesh; T. J. Moore, Assistant Director General, Department of Education, Victoria, Australia; Paul Chang, Senior Lecturer, University of Penang, Malaysia; J. W. Peach, Professor of Educational Administration, University of Manitoba; and John Ewing, Executive Director, CCEA.

At the CCEA Executive Board meeting, I presented, along with other ideas, the proposal for a cooperative UCEA-CCEA international study of preparatory programs. The Board endorsed the study and an agreement was made that leaders in various countries should be contacted to explore further different facets of the effort. A second agreement, assuming approval of the project by the UCEA Executive Committee, was that a plan for the study should be set forth for discussion at the Third International Intervisitation Programme to be held in Great Britain in the summer of 1974.

In the fall of 1973, the idea for a UCEA-CCEA cooperative international study of preparatory programs was presented to the UCEA Executive Committee. Members present were: James Appleberry, Oklahoma State University; Wailand Bessent, The University of Texas at Austin; John

Brubacher, The University of Connecticut; Loren Downey, Boston University; Larry Hughes, The University of Tennessee; Troy McKelvey, State University of New York at Buffalo; Jay Scribner, University of California at Los Angeles; Donald Willower, Pennsylvania State University; and Louis Zeyen (ex-officio) American Association of School Administrators. Following a discussion of the idea by the UCEA Executive Committee, the proposal for a cooperative study was approved.

Early Unfolding of the Study

During 1973-74, the idea of the international study was discussed by a number of individuals in the United States and in other countries. A special meeting on the subject was held at the UCEA headquarters with Ross Thomas of the University of New England in Australia, who spent his sabbatical at the Ontraio Institute for Studies in Education in 1973-74. Following the meeting, Ross Thomas agreed to undertake a study of preparatory programs in Australia. During the year leaders in other countries were also contacted about their interest and willingness to participate in the study. George Baron of the University of London agreed to conduct a study of preparatory programs in Great Britain, while Erwin Miklos of The University of Alberta in Canada and George Marshall of the University of Victoria in New Zealand consented to conduct inquiries of programs in their respective countries.[1]

Due to the very large number of institutions offering programs in the United States, several professors agreed to undertake this part of the study, and a division of labor was effected. The U.S. study, which is reported in the chapters which follow, was conducted by a six-member team.

During the Third International Intervisitation Programme in 1974, participants in the study from most of the countries convened in London. At this meeting the purposes of the study were reviewed and several instruments, which were in rough draft form, were shared and assessed. The general purpose initially projected for the study was discussed, and the group agreed that researchers should have the freedom to design and conduct studies which seemed most appropriate in each country.

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[1] Later Meredydd Hughes, University of Birmingham, joined George Baron, and Mary Nixon, University of Alberta, joined Erwin Miklos in the research effort.

This agreement was based upon the view that the experiences with preparatory programs and the goals and nature of these programs differed substantially in the countries represented.

Among the guidelines accepted by the group were the following:

1) The studies should shed light on the scope and nature of preparation in the various countries involved.

2) The studies should, if feasible, identify trends and issues in administrator preparation.

3) Researchers should exchange research plans and instruments but, at the same time, should be free to make final decisions about the content and scope of their respective inquires.

4) Those conducting the studies in the different countries, along with UCEA and CCEA help, should take responsibility for publishing and disseminating their findings and conclusions.

Thus, the massive program of descriptive research reported in this volume was initiated. The study parallels inquiries conducted in other national contexts. It is hoped that the endeavor will expand upon our knowledge base within this country and that it will strengthen our ties with colleagues elsewhere in the world.

Jack Culbertson
March 1978

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CHAPTER ONE

PURPOSES AND STRUCTURE OF THE STUDY

Jack Culbertson
UCEA

Paula Silver
University of Tulsa

Within the United States alone, there are about 375 institutions offering graduate programs in educational administration, and the number of programs seems to be increasing annually. Approximately 320 of the programs offered are concentrated at the master's degree level, about 100 of them are at the two-year level and approximately 140 programs offer EdD and/or PhD degrees. These various programs are widely dispersed across the nation. They are in small institutions that cater to local interests and in huge multiversities that serve a national population; they are in urban metropolitan areas and in quiet rural towns; they prepare building administrators, district administrators, regional and state leaders, and professors. And they are all graduate programs in educational administration.

What are they like, these many and diverse programs? Are they as varied as their settings and purposes would lead one to believe, or are they more similar than different? Are they diversified in goals, structures and instructional strategies, or are they equivalent in their approaches to training?

During the past several years we have witnessed tremendous changes in the field of educational administration and in the number and diversity of content areas and instructional technologies deemed relevant to preparation programs. In addition to the introduction of behavioral science content into administrative training, we have seen the development of reality-based simulations, computer games and simulations, sophisticated computer technologies for multivariate research, programmed instruction, competency-oriented instruction, and modular programming.

Have these innovations had impact upon administrator preparation? Have they increased the diversity and variability of preparation programs, or have they been relegated to the margins while traditional lecture/discussion methodology prevails?

Other changes have occurred in the field during recent years, changes that could be expected to affect administrator preparation substantially. As school systems have experieced retrenchment and decline, for example, its leaders have become more vocal and more strident in their criticism of preparation programs. Training programs have been viewed as irrelevant to practitioners' needs (Merrow et al., 1974), ill suited to the new environment and challenges of educational administration (Culbertson et al., 1969), and unable to adapt to meet the in-service training needs of administrators (Lutz and Ferrante, 1972).

Have preparatory programs in educational administration been responsive to these criticisms? Have they adapted to changing circumstances with vigor and creativity? Have they become more varied as local exigencies become known to the university leaders, or have they remained rather uniform in content and approach?

The purpose of this study is to describe preparation programs in educational administration in the United States. It is intended to provide baseline descriptive data about what goes on in such programs—how they are structured and governed; what body of knowledge they treat, and how; whom they serve, and why. Its purpose is to provide an overview of preservice preparation in educational administration from the perspectives of those most closely involved—department heads, professors, and students. It was designed to generate a profile of preparation programs and to explore the degree of homogeneity or variance they exhibit.

Development of the Study

This study evolved in the context of a broader international effort, as described in greater detail in the Foreword. Actually, it originated

at the University of South Pacific in 1973 as part of a cooperative undertaking by the Commonwealth Council for Educational Administration (CCEA) and the University Council for Educational Administration (UCEA). Similar descriptive studies of preparation programs are being conducted in Canada, Australia, New Zealand and Great Britain. These studies should enable scholars, in the near future, to undertake cross-cultural comparison of administrative preparation in education and, possibly, to enrich preparatory programs in all the participating nations through the further development and sharing of information.

The United States segment of the study began in 1974, when Seymour Evans (New York University) expressed interest in contributing to the undertaking. Since programs in this country are so numerous and lead to three or more different degrees, several other professors were asked to take part in the study. In 1974 a study committee was identified: Seymour Evans would participate in the instrument development and analysis of two-year programs; Gary Alkire (University of Minnesota) would focus upon master's programs; John Nagle (now University of Northern Illinois, then University of Oregon) would analyze the doctoral program data; Dennis Spuck (now University of Houston, then University of Wisconsin) would do the initial data processing, describe the methodology, and co-edit the final report; and Paula Silver (now University of Tulsa, then Associate Director of UCEA) would coordinate the overall effort, analyze program changes and co-edit the final report. Later, William Davis (now University of Wisconsin, then Oklahoma State University) joined the team with the task of analyzing data obtained from heads of departments of educational administration. Thus, a six-person study committee was constituted.

The committee met several times during the ensuing year to explore alternative conceptualizations for the study, decide upon its basic purposes and design, and determine how such massive amounts of data could best be gathered and processed. As described more fully in the next chapter, successive drafts of the instruments were drawn up, reviewed by several groups, revised, pilot tested, and revised again. A problem recurrently confronted by the committee was that of gathering comprehensive information without exhausting the patience of the respondents.

By June of 1975 a set of instruments that was relatively satisfactory to most of those concerned was ready. Then began the tasks of reproducing and code numbering eleven different questionnaire forms,

designing a mailing protocol and a response monitoring system, and conducting the data collection. These functions were assumed by UCEA central staff and were continued throughout the 1975-76 academic year. By May of 1976 the responses were becoming so infrequent that a decision was made to conclude data collection by mid-June. Respondents were most cooperative in this undertaking, especially in view of the length and complexity of the instruments used.

Structure of the Report

Eight chapters follow this one. The authors of the chapter seek to report and interpret as fully as possible the results of the study.

In Chapter Two, Dennis Spuck describes the methodology of the study in considerable detail and describes the data processing procedures utilized in the study.

William Davis reports the findings with respect to departments as a whole in Chapter Three. His analysis is based upon data received from department heads, and his exploration of several issues of concern to the field lend extra interest to his report.

In Chapter Four, Gary Alkire reports the findings related to master's programs. His chapter highlights the "typical" master's program and notes differences between professors and students in perceptions or understandings of the program.

Chapter Five is devoted to two-year programs, specifically, state certification (CAS) programs and Education Specialist (EdS or two-year degree) programs. Seymour Evans provides this analysis of similarities and differences between these two types of programs and differences in professors' and students' perceptions of the programs.

In Chapter Six the findings associated with Doctor of Education (EdD) and Doctor of Philosophy (PhD) programs are reported. In this chapter John Nagle explores the similarities and differences between types of doctoral programs, reports perceptual differences between students and professors, and provides a general overview of preparation at the terminal degree level.

Dennis Spuck and William Davis join forces in Chapter Seven to report differences and similarities among the three levels of programs. Their cross-program analysis generates interesting questions and answers about the nature of preparation at the three levels based upon tables and reports in the preceding three chapters.

In Chapter Eight Paula Silver reports the results of a content analysis of open-ended responses to questions about program changes during the two years before and two years after the data collection. Since the type of analysis in this chapter differs from that in the other chapters, she describes the methodology as well as reported changes in the ten dimensions of preparation programs.

Finally, a summary with conclusions and some implications are provided by Paula Silver in Chapter Nine. The generalizations provided in this chapter are drawn from the data in the preceding reports and tables, and directions for further program development and research are suggested.

Each of the substantive chapters (three through eight) includes its own appendix of relevant tables so that readers can glean more specific information and perhaps gain answers to questions that were not addressed by the authors. Since the tables follow the format of the questionnaires, readers are referred to the questionnaires appearing in the appendix of this volume for clarification of table content.

Intended Outcomes

Several outcomes of this study are anticipated in the near future and during the coming years, outcomes that have bearing upon the international and national arenas as well as upon program development within individual departments. All three aspects of potential results should be explored.

One major outcome intended of this study is greater international understanding of the scope and nature of preparatory programs for administrators. Initial sharing of some of the data gathered in the participating CCEA nations and in the United States is scheduled for the Fourth International Intervisitation Programme in Canada during May, 1978. Thus, leaders within the participating countries will have bases for preliminary comparisons. Over time, however, it is assumed that the results of this study will be diffused to other nations with established preparation programs as well as to developing nations in which programs are currently being formulated. It is hoped that the results of this study will add to available concepts and generalizations so that understandings will be enhanced internationally.

A longer range perspective that is also pertinent to the international arena is the expectation that scholars in some of the participating countries will use the baseline data for intercultural comparisons and analyses. In the early stages of planning for this body of studies, it was decided that the descriptive reports would be disseminated broadly and in a variety of contexts so that they would be available for cross-cultural research and, hopefully, for research about the impact of cultural differences on the design and conduct of preparation programs.

At the national level, this study provides an overview of the patterns and trends in preparation within this country; it protrays the contours and characteristics of preparation generally and highlights "typical" practices. An intended outcome of this protrayal is that professionals can begin to assess the "state of the art" at this point in time and consider desirable directions for development of preparation programs generally. Hopefully, it will help us to determine whether the criticisms that have been leveled against programs are justified and

whether we are doing what we intend in preservice professional education. This national overview will also enable those in individual programs to compare themselves to the norms and to determine whether their own deviations are sound.

Thus, at the individual department level, it is expected that the data will be of interest and value to those updating, designing, or redesigning programs. In change-oriented efforts leaders within institutions frequently wish to assess the status of their own programs not only in relation to local needs and goals but in relation to norms and modes more generally. As the findings in this report indicate, numerous institutions are engaged in assessment and development efforts. Although the report offers neither judgments about goals nor evaluation of delivery systems, it is hoped that the descriptive generalizations can provide a basis for comparison of individual programs with the field generally and can suggest options that might be promising in individual departments.

An intended outcome that encompasses the international, the national and the departmental levels of potential impact is the stimulation of further research. It is recognized, for example, that this study does not, by any means, exhaust the potential for inquiry about preparation. On the contrary, it barely scratches the surface. Most of the chapters in this volume raise questions that are not answerable by the body of data gathered. Perhaps some readers will be stimulated to answer some of those questions in the context of further research. Since the data continue to be available to interested scholars (persons interested in access to the data for research purposes should contact Jack Culbertson at UCEA [614] 422-2564), further analysis is feasible for the body of information already collected or for these data in conjunction with other information still to be gathered.

Another anticipated outcome is that the baseline data provided here will stimulate inquiry of a more conceptual nature—that the description offered here will generate questions about what learning occurs within departments and how it occurs; about interaction patterns and decision structures and socialization of students; about the impact of environment on department features; and about many other issues that demand a theoretical orientation and that promise to yield important information about administrator preparation.

Finally, it is anticipated that the reports in these chapters will provide developmental and program clues for such organizations as UCEA and CCEA, organizations which have interests in advancing educational administration in the context of international interests. As UCEA contemplates its five-year plan for the 1979-84 time period, the attention of its leaders is naturally directed toward programmatic efforts of concern to the field. Both international programmatic endeavors and national efforts are expected to emerge through UCEA from this study.

In reviewing the ensuing pages, readers are urged to consider the anticipated outcomes and thereby to build upon the very basic data presented for the further advancement and enrichment of the field.

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CHAPTER TWO

METHODS AND PROCEDURE OF THE STUDY

Dennis W. Spuck
University of Houston

This study of educational administration preparation programs in the United States was undertaken to provide a general description of the programs, departments, and students enrolled in them, an analysis of current training trends, illumination of significant social forces affecting program revision, recommendations for program change and additional research, and descriptive information to be used in comparative studies in conjunction with concurrent international studies of preparation programs.

This chapter describes the survey methods used in the study. Reviewed are the definition of study population and sampling design, questionnaire development and pilot testing, data collection procedures, and data analysis techniques.

Participants in the Study

Information was desired from all colleges and universities in the United States offering graduate programs and degrees in educational administration. Three hundred and forty-two institutions were identified which were believed to offer one or more of the following graduate programs in educational administration: Master's (MA), state certification (CAS), Educational Specialist (EdS), Doctor of Education (EdD), and Doctor of Philosophy (PhD). Respondents from each institution were to include the department chairperson, professors and students, with professors and students responding for each program

offered by the institution. Eleven separate populations are thus defined, five student populations, one for each of the five program types (MA, CAS, EdS, EdD, and PhD), and similarly five faculty populations. The eleventh population is comprised of departmental chairpersons.

While representative responses were of obvious importance in this survey, consideration of the budget and time constraints as well as the number of institutions and programs involved led to the decision to include just one professor's response from each institution for each program. The department chairperson of each institution was asked, as part of the questionnaire sent, to identify that faculty member in the department who was most knowledgeable about each of the programs offered by that department. In this way, it was felt, accurate descriptions of each department's programs would be obtained.

Student respondents for each program were selected by the faculty member identified as most knowledgeable about that pgoram. This faculty member was asked to identify five students whom the faculty member believed were representative of the students enrolled in that program at that institution.

As was indicated, data were also collected from each department chairperson. The response of the chairperson was clearly essential, as the chairperson provided information not only about the department's structure and governance, but also about the types of programs offered and the faculty member to be contacted for information about each departmental program.

Questionnaire Development and Pilot Testing

In order to ensure a comprehensive assessment of the many facets of preparation programs in educational administration, a general framework for conceptualizing the instruments was needed. The study team conducted a review of the literature on the structure and evaluation of preparation programs. Culbertson and others (1969), in their final report, Preparing

Educational Leaders for the Seventies, identified ten components of preparation programs: program content, program structure, recruitment and selection, instructional approaches, field-related experiences, student research, requirements for graduation, program evaluation and development, departmental functions and staffing and in-service programs. These ten components served as the initial basis for the conceptual framework utilized in this study. Additional material in the Culbertson et al. report and a later report by Farquhar and Piele (1972), Preparing Educational Leaders: A Review of Recent Literature, were very helpful in the generation of items to be included in the questionnaire. An eleventh category to be considered in the analysis of preparation programs was identified in the Farquhar and Piele (1972, p.3) monograph: program purpose. Finally, ten dimensions were selected to be utilized as the framework for the present study: program purposes and objectives; recruitment, selection and admission procedures; program content and instructional processes; program requirements; program structure, mechanics and general characteristics; research experiences; sources of funding; facilities and services; student placement; and department governance.

Based on the review of the literature and their knowledge of preparation programs, the study committee developed items to be included in each of these ten dimensions. Each member of the committee took responsibility for developing an initial set of items to be included in one or more of the ten categories. These items were collated, reviewed and revised by all committee members. The committee then decided which items should be included on the department chairperson's, professors's, and student's questionnaires. A decision also was made at this time to make the questionnaires for the various programs identical within each respondent group. The questionnaires to be completed by professors, for example, were identical for each of the preparation programs being studied, except for the name of the program indicated on the questionnaire. This compatability, it was believed, would facilitate cross-program comparisons. Preliminary versions of all questionnaires were duplicated in late June, 1975, and subsequently reviewed by study-committee members and UCEA central staff for comprehensiveness and appropriateness of items as well as for questionnaire format, organization, and structure.

On the basis of this analysis items were added, revised and deleted, and a second version of the questionnaire, the pilot test version, was generated. Four institutions (The Ohio State University, San Jose State University, The University of Oregon and New York University) were selected as pilot test sites for the instrument. The pilot test conducted in each participating department was coordinated through a

faculty member on that campus, and the data were collected during the summer, 1975. Respondents in the pilot test were asked not only to answer the questions but also to comment on the content and format of the questionnaire. They were asked to add items and to suggest rewordings or deletions.

Completed pilot test responses were summarized and reviewed by the committee. The many suggestions presented to the committee by respondents were reviewed and aggregated, and on this basis several questions were reworded, reformulated, or deleted. Response sets were simplified and narrowed and directions for questionnaire completion were made more easily visible. At this time too, the study committee decided to use a separate answer sheet for the final questionnaire in order to simplify keypunching and return mailing, and to photo-reduce the questionnaire and produce it in booklet form. Committee recommendations were incorporated into the questionnaire and a final version was produced. After a final review by the committee and further changes, all instruments were approved and duplicated in the fall of 1975.

Three major versions of the instruments were produced: one for department chairpersons, one for professors, and one for students. The department chairpersons' questionnaire contained 31 questions, many requiring multiple responses. The questions on this instrument referred to university and department characteristics rather than to attributes of any of the programs offered by the department. Questionnaires prepared for professors and students were specific to each program (MA, CAS, EdS, EdD, and PhD) and differed only in that the name of the program being investigated was inserted where appropriate. There were, then, five versions of the professors' questionnaire and five versions of the students' questionnaire, one for each program. The professor and student questionnaires contained 65 and 26 questions respectively. Again, many of these questions required multiple responses. A copy of each of the three major questionnaire versions, together with the cover letters distributed, is included in the Appendix.

Data Collection and Number of Respondents

The initial mailing of questionnaires was made to department chairpersons in late fall, 1975. Three hundred and forty-two questionnaires were

mailed at this time. Six weeks following the initial mailing, a second questionnaire and a second request for participation were sent to non-responding department chairpersons. A third and final request for participation was made approximately six weeks following the second request to those chairpersons who had not yet responded. This third request was made by telephone rather than through the mail. In all, 258 (75%) responses were received from chairpersons.

Based on the responses provided by the chairpersons, questionnaires were sent to the professors recommended as knowledgeable about the various programs under study. The initial set of questionnaires for professors was mailed in February, 1976. Six weeks after the initial mailing, a follow-up letter was mailed to non-responding professors stressing the importance of the study and encouraging their participation. In all, 633 questionnaires were sent to professors, excluding department chairpersons, and 246 (39%) were returned.

Each professor received, in addition to the questionnaire for describing a particular program, five additional questionnaires for distribution to students enrolled in that program. Student questionnaires also were distributed beginning in February, 1976, and were returned by students either through the cooperating professor or directly to UCEA. No follow-up was attempted for student non-respondents, since their identity was known only to the professors who requested their participation. A total of 3,165 student questionnaires were sent to professors for distribution to students; of that total, 904 (29%) were completed and returned.

Questionnaires were forwarded as they were received by UCEA to the University of Wisconsin for keypunching. A copy was made of the department chairpersons' and the professors' responses pertaining to program change, since these reponses were open-ended and could not be coded easily for the computer analysis. Data collection was terminated on June 15, 1976. A small number of questionnaires were returned after that date, but were not included in the study.

Presented in Table 1 is a summary of the number of questionnaire sent to each respondent group for each program and the number and percentage of responses returned. A more detailed description of respondents is given in the chapters analyzing the results of the various programs and respondent groups.

Table 1

Number and Percentage of Respondents

Respondents	Number Sent	Number Returned	Percent Returned
Professors, MA Programs	241	95	29
Students, MA Programs	1,205	256	21
Professors, CAS Programs	140	45	32
Students, CAS Programs	700	200	29
Professors, EdS Programs	121	45	37
Students, EdS Programs	605	169	28
Professors, EdD Programs	73	32	44
Students, EdD Programs	365	143	49
Professors, PhD Programs	58	29	50
Students, PhD Programs	290	136	47
Department Heads	342	258	75
Total Professor	633*	246	39
Total Student	3,165	904	29
Total	4,140	1,408	34

*Total professors but excluding department heads.

Data Analysis Procedures

Questionnaires returned to the UCEA office were logged in and forwarded to the University of Wisconsin for keypunching and analysis. The Statistical Package for the Social Sciences (SPSS—Nie et al., 1975) program FREQUENCIES was used to generate descriptive statistics, including the mean, standard deviation and frequency distribution for each item. Student responses were analyzed as a group, rather than aggregated by institution within programs prior to analysis. The statistics were reported to appropriate study committee members by respondent group (department chairperson, professor, and student), program type (masters, certification, specialist, doctor of education, and doctor of philosophy), and institution type (UCEA, non-UCEA and total). Fifteen separate analyses were run for the professor and student questionnaires (for

each program and institution type) and three for department chairperson questionnaires. Thus, a total of 33 analyses was completed. Due to the multiple responses required in the response to many questions, the 31 questions on the chairpersons' instrument generated 95 items for analysis, the 65 questions on the professors' instrument generated 337 items, and the 26 questions from the student forms generated 157 items.

Questions not answered by respondents were treated in most instances as missing data for those items and were not included in the analysis. In some cases an omitted response could be interpreted as "no" or "none" whereas in other cases a blank space could be interpreted as non-response. In general, if any response options within an item were selected, the question was regarded as answered and the blank spaces were regarded as answers; if no response options were selected, the item was regarded as unanswered. For example, question IA on the professors' questionnaire asked respondents to indicate those positions for which graduates of their program would be prepared. If some of the options were selected then it was assumed that graduates were not prepared for the non-selected options. Alternatively, if none of the options were selected, then it was concluded that the respondent chose not to respond to the question. An attempt was made to interpret all of these situations. Although some errors may have been introduced through incorrect interpretations at the time the data were keypunched, it is believed that this was not a major problem. The statistics supplied to the writers of chapters which follow included a count of the number of blanks (non-respondents) as well as the number of individuals responding to each response option for each item. Blanks were included as zeros for those items in which they were considered to be responses.

An error was detected in the CAS student instruments after they were mailed. One page from the professor instrument for the CAS was printed in place of the desired items. This error, unfortuantely, eliminated these CAS student items from the study.

The descriptive statistics generated were forwarded to the authors of the various chapters. The chapters which follow are organized by program types. Authors of the chapters received the descriptive statistics as well as a complete set of computer cards containing the data for the programs with which they were concerned. The authors were thus able to generate further analyses as they deemed desirable.

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CHAPTER THREE

DEPARTMENTS OF EDUCATIONAL ADMINISTRATION

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In view of the pervasiveness of the department as a fundamental building block in the structure of higher education, it might be surprising to learn that the academic department in a form similar to its current configuration has been evident since about 1870, a mere one hundred years ago. Although the earliest reference to something called a department came in 1739 at Harvard College, and some antecedents existed early in the 19th century at the Universities of Virginia and Vermont, most scholars fix the birth of the academic department to the founding of Johns-Hopkins University and to the beginning of Charles Eliot's influence at Harvard, both occurring in the last quarter of the 19th century (Brubacher and Rudy, 1976; Andersen, 1968). Of even more recent vintage is the founding of the first department of education administration, which was not created until the first decade of the 20th century at Teacher's College, Columbia University (Moore, 1964).

Today, of course, the department reigns supreme; either in fact or in concept, the department is perceived as the primary decision-making structure in academe. Evolving for a number of disparate reasons, the department structure has been both harshly criticized and lavishly praised. It has been castigated for fragmenting knowledge and the educational process as well as extolled as the principal cause of the knowledge explosion. For example, Riesman (1958, pp. 107-8) claimed that departments operate to crush potential disciplines that might threaten their control over funds and students; Mooney (1965, pp. 56-7) argued that because of the departmental form of organization, neither faculty nor administration now feels that they can take leadership or command of higher education; and Henderson (1960, p. 132) saw the department as becoming rigid, isolated, and self-contained—causing a lack of communication and breeding conflict among scholars. On the other hand, Andersen (1968, p. 41) noted that the department possesses the advantages of familiarity, formal simplicity, and a clearly defined

hierarchy of authority; that it provides a basis on which faculty members can interact with a minimum of misunderstanding and superfluous effort; and that the department supplies new faculty members with a transfer point from which to acquire the professional understanding necessary to adjust to their institution. Similarly, Walker and Holmes (1960, p. 34-6) noted that the department provides an understandable and workable status system in which faculty members may orient themselves, and it affords the scholar protection from those persons within and outside the academic community who demand more, intellectually, from the academicians than they are prepared to deliver.

Be these arguments as they may, few would disagree with the view of Corson:

> Academic departments form the basic units of the structure with power to initiate most actions that affect the institution. They have the opportunity and sometimes the exclusive authority, to propose the selection or promotion of faculty members, and to suggest changes in conditions affecting the student in the classroom. At the same time, they carry out, properly or inadequately, the policies of the institutions (Corson, 1969; p. 92).

Few also would disagree that whether the department structure be boon or bain, it is here to stay.

This being the case, it is reasonable to ask a series of questions about departments of educational administration: On a descriptive level, what <u>is</u> a department of educational administration? What is the environment <u>in</u> which this entity functions? And, what have been the expressions of the department's authority or power?

The present volume deals most specifically with but one expression of the authority of the department; the academic program. Subsequent chapters focus upon each of the several academic programs offered by departments of educational administration; they highlight the nature and purpose of these programs, their procedures, and their projected futures. The major purpose of this chapter is to describe the environment of the department and identify some characteristics of its structure.

The "Typical" Department of Educational Administration

Based upon the modal responses of the 258 department heads who responded to the UCEA-sponsored survey of preparatory programs, the "typical" department of educational administration bears the following characteristics:

1. The department is housed in a public institution located in a rural area.
2. The department offers its coursework on week nights and grants credit on a semester-hour basis.
3. The department has a full-time faculty of fewer than seven members, almost half of whom are full professors.
4. The department received 85% of its funding from two sources—the state (46%) and student tuition (39%).
5. The department systematically monitors the careers of its graduates and systematically secures alumni reactions to its program.
6. The department places a majority of its graduates in job positions within one hundred miles of its locale, while fully one-third of the students find placement within 50 miles.
7. The department is led by a chairperson who is appointed.
8. The department meets 13 times per year.
9. The department's faculty members decide issues of personnel selection, personnel promotion, student personnel, and curriculum.
10. The department does not have its own formally constituted student organization, although its students are represented by the student organization existing within the College of Education.
11. Graduate students rarely have a formal vote in departmental decision-making, although they are sometimes asked to participate.
12. The department offers courses in the administration of higher education.
13. The institution does not offer courses in the administration of special education.

Of course, the "typical" department of educational administration, if defined by the presence of all of the above characteristics, exists in few if any instances. Of much more interest is the degree of

diversity exhibited by the departments with respect to these characteristics. Are departments of educational administration characterized as a homogeneous or heterogeneous entity? Are there systematic differences between departments in public and in private institutions? Do departments which grant the doctorate differ from those that do not?

A detailed set of data to answer these questions is presented in tabular form in the Appendix at the end of this chapter. The remainder of this chapter is devoted to exploring some of the more noteworthy findings, which are categorized under the following headings:

1. The Institutional Setting: Private vs. Public Funding
2. Sources of Departmental Funds
3. Degree Offerings within Departments of Educational Administration
4. Full-Time Instructional Staff
5. Female Professors of Educational Administration
6. Student Placement

The Institutional Setting: Private vs. Public Funding

Department chairpersons from 258 different institutions completed and returned the survey questionnaire. Of these 258 institutions, 199 (77%) were designated as public while the remaining 59 (23%) were private. Thus, under the assumption that the sample accurately portrays the general distribution of educational administration programs, three out of every four programs of educational administration are in public institutions. Interestingly, this figure is the exact opposite of the ratio of public to private institutions (National Center for Educational Statistics, 1975).

While in and of itself this finding is not startling, it does prompt the question of whether departments of educational administration differ systematically on the basis of financial control. With specific reference to the topics addressed by the questionnaire, this question can be answered primarily in the negative. In fact, except for the difference in funding sources, only four distinctions between the two types of institutions were outstanding:

1. The Educational Specialist (EdS) degree is much more prevalently offered in public institutions. Slightly more than half of all public institutions offer the EdS while only one-quarter of the private institutions do so.

2. Public institutions are more frequently located in rural and suburban areas, while private institutions are more typically situated in an urban environment. More specifically, 56% of the public institutions are in non-urban areas and only 25% of the private institutions are so situated.

3. On the average, departments of eduational administration in private universities have fewer full-time faculty members than do their public counterparts: departments in public institutions have 5.66 full-time members while those in public institutions average 6.69 members. Also of note is the finding that private institutions employ a slightly larger proportion of female faculty members.

4. Department members in public institutions appear to have a greater preference for conferring with each other, for they report three more departmental meetings per year than do department members in private institutions; public institutions average 13.4 department meetings per year while private institutions average 9.7 meetings.

Perhaps more noteworthy than the above-mentioned differences are the following points of <u>similarity</u> between departments found in public and private institutions.

1. Approximately 40% of both public and private institutions offer a doctoral degree. Similarly, approximately half of both types of universities offer programs leading to state certification.

2. Departments in both types of institutions seem to direct their programs toward part-time and commuting students, as each offers more than 60% of its course-work at night, during the week.

3. Departmental issues within both types of institutions generally are decided by the full-time faculty who "almost always" participate in matters of personnel promotion, student personnel, and curriculum.

4. Nearly half of the full-time faculty members in both public and private institutions are full professors and nearly one-third are assocaite professors.

5. Roughly half of both public and private institutions offer courses in the administration of higher education; nearly 40% offer courses in the administration of special education.

In summary it would seem that the public/private dichotomy is not a significant discriminator between departments of educational administration. Of course, this finding does not include considerations about programmatic differences between the two types of institutions and it masks the wide dispersion of characteristics found within each type of institution. Also, it under-emphasizes the diversity of funding patterns, the topic to which we now turn.

Sources of Departmental Funds

Respondents were asked to estimate the proportion of the department's fiscal resources coming from each of eight sources: tuition, field services, foundations or grants, federal projects, state funding, endowments, investments, and "other" sources. Almost by definition the topic of funding patterns cannot be addressed without considering the dichotomy of public and private universities. When the institutions are so categorized, the proportional differences are significant and as expected: Departments in public institutions received 29% of budget from tuition and 59% from the state, while departments in private institutions received 74% of their support from tuition and only 3% from the state. Thus, for both types of institutions, tuition and state funding account for over three-fourths of all monies received; however, the proportions differ greatly by institutional type.

Of course these average figures mask the institutional dispersion within each category type, the very real differences among private and among public institutions. Table 1 reveals this dispersion, and it is interesting to note that: One-fifth of the public institutions received less than 25% of their budget from state funding; one-fifth of the private institutions received 50% or less of their budget from tuition;

and, while approximately one-quarter of the public institutions receive no monies from tuition, one-quarter of the private institutions receive all their monies from this source.

Table 1

Distribution of Departments of Educational Administration By Percent of Departmental Budget Received Through Tuition and State Funding by Institutional Control

Source/type of Institution	0%	1-25%	26-50%	51-75%	76-99%	100%
Tuition						
Public (n=199)	21.1%*	31.2%	31.2%	4.0%	4.0%	6.5%
Private (n-59)	3.4%	0.0%	15.3%	25.4%	32.2%	23.7%
State Funding						
Public (n=199)	16.6%	3.5%	11.6%	35.7%	23.6%	8.5%
Private (n=59)	83.1%	13.6%	1.7%	0.9%	1.7%	0.0%

*Table entries are the percent of departments receiving a given proportion of their budget from the stated source. Thus, for example, 23.1% of all departments situated in public institutions garnered 0% of their budget from tuition.

Because tuition and state funding contribute so substantially to the total departmental budget, the remaining six sources, on an individual basis, are relatively insignificant. Each of these six sources typically averages about 1% of the departmental budget for public institutions and 3% for private institutions. The average funding patterns for departments of educational administration in public and private institutions are displayed in Table 2, from which the following observations can be drawn:

1. Eighty-five percent of all public institutions and 83% of all private institutions reported that they received no monies from field services. No department received more than 25% of its budget from this source.

2. Eighty-four percent of all public institutions and 58% of all private institutions received no monies from foundations or grants. One private institution reported

receiving 70% of its budget from this source, but no other institution received more than 30% from grants or foundations.

3. Seventy-five percent of the public institutions and 80% of the private institutions received no monies from federal projects. One public institution reported receiving 70% of its total budget from federal projects, and five other departments received more than 25% of their budget from this source.

4. While 98% of the public institutions received no monies from endowments, the same was true of only 59% of the private institutions. However, three institutions, two of which were publically controlled, reported receiving 70% or more of their total budget from this source.

Table 3

Proportion of Departmental Finances by Source*

Sources of Funding	Public Institutions (n=199)	Private Institutions (n=59)	Doctorate Granting Institutions (n=98)	Non-Doctorate Granting Institutions (n=160)
Tuition	29% (27.9)	75% (25.2)	33% (29.9)	44% (34.6)
Field Services	1% (3.3)	1% (2.8)	2% (4.7)	1% (1.6)
Foundations and Grants	1% (4.1)	6% (11.6)	3% (6.3)	2% (7.2)
Federal Projects	3% (8.0)	2% (4.8)	4% (8.9)	1% (6.1)
State Funding	59% (32.5)	3% (13.9)	45% (37.1)	47% (37.9)
Endowments	1% (7.8)	7% (12.7)	3% (10.6)	2% (8.6)
Investments	1% (0.1)	2% (4.7)	1% (2.6)	1% (2.2)
Other Sources	1% (7.8)	4% (13.1)	2% (9.9)	2% (9.0)

*Table entries are the mean percentage of the departmental budget received from the given source followed by the standard deviation about this mean (in parentheses).

What is perhaps most noteworthy about the above statistics is the relative absence of the type of department that draws so heavily from external sources that its very existence would be threatened if the funds were removed. Such departments, of course, are assumed to exist most prevalently among those departments that offer the doctorate. However, tabulations based on the doctoral/non-doctoral departments do not significnatly alter the findings (see Table 2). Although revenue sources other than tuition and state funding contribute proportionally more to the departmental budgets of doctorate-granting institutions, they do not significantly do so nor do they individually contribute more than 5% of the total departmental monies.

Degree Offerings Within Departments of Educational Administration

The data revealed few surprises when tabulated by the frequency with which departments offered various types of degrees. In this regard, the Masters (MA) degree was by far the most prevalent, being offered in nine out of every ten departments responding to the survey. Fully half of the departments had programs leading to state certification (CAS) and roughly the same proportion granted to the Education Specialist (EdS) degree. While the Doctor of Philosophy (PhD) degree was awarded by one-fourth of the institutions, the Doctor of Education (EdD) degree was slightly more common, being offered by one-third of the departments.

For further clarification, departments can be classified according to the number and types of degrees they offer. Three categories of departments have been identified: Those offering only the introductory degree—MA, MS, MEd; those offering both an introductory and an intermediate degree—MA and CAS or EdS; and those offering introductory, intermediate and advanced degrees—MA, CAS, and EdD or PhD. About 90% of the departments in the sample are in one of the three categories. More specifically, 17% of the departments are in category A (introductory degree only), 40% of the departments are in category B (introductory and intermediate degrees), and 33% of the departments are in category C (introductory, intermediate and advanced degrees). As demonstrated in Table 3, other degree structures are far less typical, although each of the other possible degree patterns can be found in at least three institutions.

Table 3

The Structure of Degrees Offered

Program	All Institutions		Private Institutions		Public Institutions	
	#/Inst.	%	#/Inst.	%	#/Inst.	%
Masters Only	42	(16.5)	14	(23.7)	28	(I4.4)
{EdS or CAS} only	13	(5.1)	1	(1.7)	12	(6.2)
{PhD or EdD} only	3	(1.2)	1	(1.7)	2	(1.0)
Masters and {EdS or CAS} only	101	(39.8)	19	(32.2)	82	(42.1)
Masters and {PhD or EdD} only	8	(3.1)	4	(6.8)	4	(2.1)
EdS or CAS and {PhD or EdD} only	3	(1.2)	0	(0.0)	3	(1.5)
Masters and {EdS or CAS} and {PhD or EdD}	84	(33.1)	20	(33.9)	64	(32.8)
Totals	254		59		195	

Some findings regarding the doctorate in educational administration are worth noting:

1. In all, 98 departments (38%) offered at least one type of doctorate while 160 (62%) did not.

2. Forty-two percent of the private and 37% of the public institutions offered the doctorate.

3. Of the 98 doctorate-granting institutions, 86% had "comprehensive" degree structures; they offered the Masters and an intermediate degree as well as the doctorate.

4. The EdD is offered more frequently than the PhD; 79 of the doctoral-granting institutions (81%) offered the EdD while 59 institutions (60%) granted the PhD.

5. While it is equally probable for a doctoral-granting institution to offer both the EdD and PhD (approximately 40%), it is much less likely for an institution to offer only the PhD (19%). However, as shown in Table 4, there are substantial differences between public and private institutions in this regard. Private institutions more frequently offer just the EdD (60% of all private doctorate-granting institutions) and very few of them offer the PhD without also granting the EdD (only one private institution did so). On the other hand, a substantial portion of public doctorate-granting institutions (25%) offer the PhD as their only terminal degree.

Table 4

The Distribution of EdD and PhD Offerings Within Doctoral-Granting Institutions

Degree Type	All Doctoral-Granting Institutions (n=98)	Public Doctoral-Granting Institutions (n=73)	Private Doctoral-Granting Institutions (n=25)
EdD Alone	39 (39.8%)	24 (32.9%)	15 (60.0%)
PhD Alone	19 (19.4%)	18 (24.7%)	1 (4.0%)
EdD and PhD	40 (40.8%)	31 (42.5%)	9 (36.0%)

Full-Time Instructional Staff

The department heads were asked to specify the size of their department by recording the number of full-time faculty members (including themselves) according to academic rank: lecturer/instructor, assistant professor, associate professor, full professor, emeritus professor, and other. Generally speaking, a department of educational administration is composed of an average of 6.45 full-time members (see Appendix, Section C3). However, this figure was found to vary considerably by institutional type: Departments situated within public institutions had, on the average, one more full-time member than did those in private institutions (6.69 and 5.66 members respectively), and departments in doctorate-granting institutions had three and one-half more members than did their non-doctorate-granting counterparts (8.67 and 5.11 respectively).

While departmental size varied markedly between institutional types, the composition of the average department remained fairly stable: lecturers/instructors, emeritus professors and "others" constituted less than 13% cumulatively; 16% of the department faculty were at the assistant professor level; 28% were at the associate professor level; and 44% of the faculty were full professors. These figures are congruent with those found by Campbell and Newell (1972; p. 27) in their study of professors of education administration.

The current study also supported a conclusion reached by Campbell and Newell (1973; p. 28): The instructorship in educational administration has practically disappeared as an academic rank. In fact, the 258 department heads reported the existence of only 70 instructor/lecturers. In other words, approximately one out of every four departments had one instructor or lecturer. Similarly, very few emeritus professors (80) or full-time members bearing an atypical title (57) were reported.

It is also of interest to consider the proportion of departments which reported having no members at the various academic rankings. The data, so tabulated, appear in Table 6. Perhaps the most interesting revelation concerns the assistant professorship. According to the respondents, 50% of the departments had no assistant professors, while 21% more had but one assistant professor.

Table 5

Average Number[a] of Full-Time Faculty Members[b] in Departments of Educational Administration by Rank

	All Institutions (n=258)		Private Institutions (n=59)		Public Institutions (n=199)		Doctoral-Granting Institutions (n=198)		Non-Doctoral Granting Institutions (n=160)	
Assistant Professors	1.04	(18%)[c]	1.12	(24%)	1.02	(17%)	1.32	(18%)	0.88	(19%)
Associate Professors	1.78	(32%)	1.44	(31%)	1.88	(32%)	1.99	(27%)	1.66	(37%)
Full Professors	2.82	(50%)	2.07	(45%)	3.04	(51%)	4.15	(56%)	2.00	(44%)
TOTAL	5.64		4.63		5.94		7.46		4.54	

[a] Standard Deviation figures about these means can be found in the Appendix.

[b] The table considers only professors assigned on a full-time basis to the department. That is, the figures are not full-time equivalents, as part-time members have been excluded.

[c] The figures presented in parentheses are the percentage of the total average number of full-time faculty members within the appropriate institutional type.

Table 6

Number of Departments Reporting No Full-Time Members at Various Academic Rankings

Academic Rank	Number of Departments	% of All Departments Responding to Survey
Lecturer/Instructor	230	89%
Assistant Professor	134	52%
Associate Professor	75	29%
Full Professor	59	23%
Emeritus Professor	214	83%
Other	245	95%

The relative proportions of assistant, associate and full professors in educational administration is somewhat startling when compared to the national distribution of these ranks for all academic disciplines, as displayed in Table 7.

Although the figures in Table 7 may not be reflective of professional schools, graduate departments, or schools of education in general, they do highlight the preponderance of full professors and proportional "under-representation" of assistant professors within educational administration departments. In fact, while the proportion of associate professors in educational administration and in higher education generally are nearly identical (approximately 30%), the proportion of full professors in educational administration is 20% higher than the national norm and the proportion of assistant professors is 20% lower.

Depending on one's predispostions, one could interpret this distributional shift to the senior academic ranks with some alarm, for given the close association between rank and tenure and the dire predictions of economic retrenchment in academe, departments of educational administration may soon find themselves incapable of absorbing new talent. Many scholars have chronicled the tenure crisis as it applies to all of higher education, but the situation facing educational administration may be more acute. Throughout academe, 63.2% of all assistant, associate and

Table 7

Full-Time and Tenured Instructional Faculty[a] in University and 4-Year Institutions of Higher Education, by Rank: Aggregate U.S., 1975-1975

	Number of Individuals	Percent of Total	Number of Tenured Individuals	Percent Within Rank
Assistant Professor	79168[b]	38.6	20673	26.1
Associate Professor	63534	31.0	50425	79.4
Full Professor	62307	30.4	58434	93.8
TOTAL	205009		129532	

[a]The table considers only assistant, associate, and full professors having 9-10 month contracts; instructors, lecturers, and other ranks have been deleted as well as all academicians with 11-12 month contracts.

[b]Table entries have been computed from figures provided in Beazley (1976). Beazley reports that more than 97% of the institutions in the higher education universe responded to the NCES survey.

full professors are tenured. If we assume that the tenure ratio is stable within ranks for all disciplines, educational administration included, the proportion of tenured professors of educational administration can be estimated to be 76.8%. In other words, it appears that three out of every four professors of educational administration are currently tenured.

Without doubt, among the factors contributing to the inordinate proportion of senior faculty members within educational administration are the nature of an applied field and our beliefs regarding the value of both theory and practice. As stated by Culbertson, et al., (1969: p. 199):

> The staffing of a university department for the primary purpose of professional preparation, however, involves special problems which are not experienced in staffing other university divisions. These problems result primarily from the dual need to secure staff expertise both in the competencies of the profession for which the students are being prepared and in the disciplines from which content is drawn for the preparatory program . . . There is evidence that public school experience is seen by those who employ professors of educational administration as an important requirement for appointment to professorships . . . The longer period of teaching and administrative experience, which is required of most candidates for professorships in educational administration (as compared with professors in most other subject specializations), is apparently viewed by most of those responsible for appointments as having certain advantages from the standpoint of teaching and field contacts (Culbertson, et al., 1969; p. 199)

Presumably, then, many individuals enter the educational administration professorship at a later age and with a somewhat lengthy tenure as a school administrator. The Campbell-Newell (1972; p.27) study found, for example, that the mean entry age is 39. These factors, coupled with the discrepancy between the salaries of high-ranking public school administrators and a non-senior professor, may cause departments to offer higher ranks and more rapid progress to the professorship than would be true in non-applied fields.

Distribution of Professors by Sex

In their 1972 study, Campbell and Newell reported that only 2% of their sample of 1333 professors of educational administration were female. They concluded that "if women's liberation adherents need another target, it could well be here" (Campbell and Newell, 1972; p. 18). Has this figure changed over the last four years, a time characterized by increased awareness of sex-related inequities and legal affirmation of affirmative action?

The respondents in the present study were indirectly asked to answer this question by specifying not only the total number of full-time instructional staff at each academic rank but also to categorize this total by sex. Unfortunately, many did not respond to the latter request, and in many instances the reported numbers of male and female faculty members did not, in combination, equal the total reported number of faculty members. Hence, it is not possible to determine the true percentage of female professors in the 258 departments surveyed. Nonetheless, rough estimates of the percentage can be computed. A lower limit on the percentage can be computed by assuming that all professors whose sex was not designated by the survey respondents are male, in which case, 8.8% of all profesosrs are female. On the other hand, one could assume that the percentage of females found among the professors whose sex was reported is reflective of the proportional distribution of females, in which case, 11.9% of the professors are female. Most probably, the true figure lies somewhere between 8.1 and 11.9%.

Correspondingly, the two estimates can be computed by rank: These are presented in Table 8. As this tabulation demonstrates, the proportion of female faculty members declines precipitously as the senior rank is approached. Roughly speaking, 20% of all assistant professors of educational administration are women while only 13% of the associate professors and but 4% of the full professors are women.

Table 8 also reveals that there is no real difference in the relative proportion of females employed by doctorate-granting and non-doctorate granting institutions: Although there are proportionally more females in each academic rank within doctorate-granting departments, this difference is not statistically significant.

Table 8

Estimates of the Proportion of Female Professors of Educational Administration by Academic Rank

Rank	All Institutions			Doctorate-Granting Institutions		Non-Doctorate-Granting Institutions	
	Number of Females Reported	% Female: Lower Estimate*	% Female Higher Estimate**	% Female Lower Estimate	% Female Higher Estimate	% Female Lower Estimate	% Female Higher Estimate
Assistant Professor	48	17.8	21.4	19.4	21.9	16.4	20.9
Associate Professor	47	10.2	14.9	10.8	14.8	9.8	14.9
Full Professor	23	3.2	5.1	4.2	6.3	1.9	3.2
TOTAL	118	8.1	11.9	8.6	12.0	7.6	11.7

*Estimate based on assumption that all professors not designated as female are male.

**Estimate based on assumption that reported ratios are representative of the situation at large.

The data in the survey indicate that the percentage of female professors has increased from about 2% in 1972 to approximately 10% in 1976. As might be expected, there are proportionally fewer females occupying senior ranks than junior ranks. It is interesting to note, however, that even at the full professor level the percentage of females is higher than that reported by Campbell and Newell in 1972, even though the Campbell-Newell figure represented the ratio of women found at all levels.

While it is significant that the number of women in educational administration has risen over the last four years, it nevertheless remains true that females are proportionally under represented in the field when compared to all of academe: In 1974-75, 16.6% of all university and 4-year full-time instructional staff were women (Beazley, 1976; p. 241-2). At the same time, it is of value to note that the percentage of female professors is roughly equivalent to the proportion of female students receiving the doctorate in educational administration: Of the 1096 doctorates awarded in 1973-74, 10.6% were received by women (Baker and Wells, 1976; p. 27). Once again, however, the proportion of women receiving doctorates in educational administration is lower than the national figure for academe more generally: In 1973-74, of the 34,790 doctorates awarded, 17.9% were earned by women (Baker and Wells, 1976; p. 25). Of perhaps even more relevance is the observation that women received 24.8% of all doctorates awarded in the field of education in 1973-74 (Baker and Wells, 1976; p. 27).

The Student: Role and Placement

The department heads were asked to record the regularity with which various constituencies of the department had a formal vote in departmental decision-making. The results of their perceptions (see Appendix, Section F5) were clear and consistent: Formal decision-making power was held by the assistant, associate, and full professors; all other constituencies, including students, infrequently had access to the voting process. "Interested graduate students" rarely possessed voting privileges while graduate student representatives fared little better. These perceptions were found to exist in both public and private institutions, as well as doctorate and non-doctorate-granting institutions.

Therefore, based upon limited information, it would seem that currently enrolled students have a relatively limited role in departmental decision-making and that this role is an informal one. In fact, less than one-quarter of all institutions report the existence of a formally constituted student organization in the department and most of these organizations (67%) reside in doctorate-granting institutions. This is not to say that departments are not interested in student opinions concerning their programs. Quite to the contrary, two-thirds of the departments reported that they systematically monitor the careers of their graduates and three-quarters systematically monitor alumni reactions to the department's program(s).

A final point of interest revealed by the survey concerns student placement. The 258 department heads estimated that slightly more than one-half of the department's graduates are placed within 100 miles of the institution. About one-third of the graduates are placed within a 25 mile radius. Upon further analysis it was revealed that fully one-third of the departments place at least three-quarters of their graduates within one-hundred miles, and that 11% of the departments place at least three-quarters of their graduates within 25 miles. Unfortunately, no data exist to indicate whether this degree of localism is common to all disciplines or whether it is symptomatic only of preparatory programs for applied disciplines, especially among the ranks of practicing professionals. Is this localism a conscious departmental decision? Is it a function of the economic and social environment? The resolution of these and related questions must await further investigation.

In Conclusion

As is true of most descriptive survey research, this phase of UCEA's study of preparatory programs has raised more questions than it has answered. There are several rather obvious reasons for this occurrence. First, the examination was limited to the content of the questionnaire which, in an effort to describe mnay facets of the department, did not delve with depth into any single area. Thus, although few substantial differences were found between departments of educational administration when dichotomized on the basis of several frequently used discriminators, the addition of a single question may have radically altered this conclusion. Secondly, the lack of comparable data collected over time

leaves the present data without a longitudinal context. Trends or discontinuities cannot be ascertained except through a description of past practices or plans for the future by study respondents. Third, the very purpose of description itself is to provide the necessary background so that intelligent questions can be asked. It is hoped that some aspects of the present study serve to heighten the interests of the readers so that they are prompted to continue the effort of improving preparatory programs in educational administration.

Finally, the reader should be reminded that the preceeding pages highlighted only those points which appeared to be of interest from the perspective of the author. Only a small portion of the data collected for the study was discussed. A tabulation of the full data set appears in the Appendix which follows.

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APPENDIX TO CHAPTER THREE

TABULATIONS OF DEPARTMENT HEADS' RESPONSES

Tabulation of Department Heads' Responses

A. Respondent Data A1. Degree Programs Offered (Number of Institutions/Percent)	All Institutions (N=258)	Public Institutions (N=199)	Private Institutions (N=59)	Doctoral Granting Institutions (N-98)	Non-Doctoral Granting Institutions (N=160)
Master's Degree	235/91%	178/89%	56/97%	92/94%	143/89%
Education Specialist Degree	121/47%	106/53%	15/25%	61/62%	60/38%
State Certification	138/53%	106/53%	32/54%	57/58%	81/51%
Doctor of Education	79/31%	55/28%	24/41%	79/81%	---
Doctor of Philosophy	59/23%	49/25%	10/17%	59/60%	---
Other	14/5%	12/6%	2/3%	7/7%	7/4%
B. Institutional Data					
B1. Type of Institution (Number of Institutions/Percent)					
Public	199/77%	---	---	73/74%	126/79%
Private	59/23%	---	---	25/26%	34/21%
B2. Location of Institution (Number of Institutions/Percent)					
Metropolitan Urban Area	61/24%	39/20%	22/37%	29/30%	32/20%
Moderately Urban Area	74/29%	52/26%	22/37%	33/34%	41/26%
Suburban Area	41/16%	35/18%	6/10%	12/12%	29/18%
Rural Area	82/32%	73/37%	9/15%	24/24%	58/36%
C. Program Structure, Mechanics, General Characteristics					
C1. Basis for Granting Course Credit (Number of Institutions/Percent)					
Semester Hours	190/75%	140/72%	50/88%	65/68%	125/79%
Quarter Hours	57/23%	51/26%	6/11%	26/27%	31/19%
Trimester Hours	2/01%	2/01%	0/00%	2/02%	0/0.0%
Other	3/01%	2/01%	1/01%	1/01%	2/01%
C2. Approximate Proportion of Courses Offered At Different Times (Mean Percent/Standard Deviation)					
During Week Days	26%/29.0	25%/28.5	31%/30.6	24%/25.8	28%/31.1
During Week Nights	70%/30.2	73%/28.9	61%/33.0	69%/28.5	70%/31.3
During Weekends	7%/16.1	6%/12.9	10%/23.5	8%/17.7	6%/15.0

	All Institutions	Public Institutions	Private Institutions	Doctoral Granting Institutions	Non-Doctoral Granting Institutions
C3. Full-Time Faculty Members in Department of Educational Administration/Supervision (Mean Number/Standard Deviation)					
Lecturers/Instructors	.28/1.03	.19/.79	.59/1.58	.27/.84	.29/1.13
Assistant Professors	1.04/1.53	1.02/1.41	1.12/1.94	1.32/1.77	.88/1.38
Associate Professors	1.78/2.06	1.88/2.19	1.44/1.52	1.99/1.99	1.66/2.10
Full Professors	2.82/3.13	3.04/2.98	2.07/3.52	4.15/4.02	2.00/2.04
Emeritus Professors	.31/0.93	.33/0.99	.25/0.71	.56/1.30	.16/0.56
Others	.22/1.04	.23/1.02	.19/1.11	.38/1.38	.12/0.75
Total	6.45/	6.69/	5.66/	8.67/	5.11/
C4. Part-Time Faculty Members in Department of Educational Administration/Supervision (Mean Number/Standard Deviation)					
Three-Quarters time	.26/1.15	.26/1.15	.27/1.17	.26/1.00	.26/1.24
One-half time	.57/1.24	.55/1.25	.63/1.24	.69/1.43	.49/1.11
One course only	2.94/3.76	2.78/3.02	3.47/5.57	2.63/4.01	3.13/3.60
Nominal (no teaching assignment)	.61/2.26	.71/2.55	.25/0.63	1.26/3.49	.21/0.66
Other	.28/1.81	.25/1.93	.36/1.35	.21/0.97	.31/2.18
D. Sources of Funding					
D1. Proportion of Departmental Finances by Source (Mean Percent/ Standard Deviation)					
Tuition	39%/33.3	29%/27.9	74%/25.2	33%/29.9	44%/34.6
Field Services	1%/03.2	1%/03.3	1%/02.8	2%/04.7	<1%/01.6
Foundations or Grants	2%/06.9	1%/04.1	6%/11.6	3%/06.3	2%/07.2
Federal Projects	3%/07.4	3%/08.0	2%/04.8	4%/08.9	1%/06.1
State Funding	46%/37.5	59%/32.5	3%/13.9	45%/37.1	47%/37.9
Endorsements	2%/09.5	1%/07.8	7%/12.7	3%/10.6	2%/08.6
Investments	.4%/02.3	<1%/00.1	2%/04.7	<1%/02.6	<1%/02.2
Other Sources	2%/09.3	1%/07.8	4%/13.1	2%/09.9	2%/09.0
E. Student Placement					
E1. Systematic Follow-Up (Career Monitoring) of Graduates by Department (Number of Institutions/Percent)					

	All Institutions	Public Institutions	Private Institutions	Doctoral Granting Institutions	Non-Doctoral Granting Institutions
Yes	167/66%	133/68%	34/58%	62/65%	105/66%
No	87/34%	62/32%	25/42%	33/34%	54/34%
E2. Systematic Monitoring of Alumni Reactions to the Program(s) by Department (Number of Institutions/Percent)					
Yes	185/72%	143/72%	42/71%	62/63%	123/77%
No	71/28%	54/28%	17/29%	36/37%	35/22%
E3. Percentage of Departmental Graduates Accepting Positions Within... (Mean Percent/Standard Deviation)					
A 100-mile radius of the Institution	52.2%/30.7	52.2%/30.7	52.1%/31.2	43.8%/28.5	57.3%/31.0
A 25-mile radius of the Institution	33.3%/28.3	32.4%/28.6	36.2%/27.6	28.1%/25.9	36.5%/29.4
F. Departmental Governance					
F1.1 Existence of a Chairperson or Head of the Department (Number of Institutions/Percent)	196/77%	151/77%	45/76%	88/90%	108/68%
F1.2 Method of Determining the Department Head (Number of Institutions/Percent					
Election	64/32%	54/35%	10/23%	24/28%	40/36%
Appointment	134/68%	100/65%	34/77%	63/72%	71/64%
F2. Approximate Number of Department Meetings Held Annually (Mean Number/Standard Deviation)	12.6/9.1	13.4/9.5	9.7/6.9	14.2/7.4	11.5/9.8
F3. Frequency of Participation by Department Faculty Members in Deciding Issues of... (Mean Response Category/Standard Deviation; response categories were 1-Always, 2-Often, 3-Sometimes, 4-Rarely, 5-Never)					
Personnel Selection	1.38/.84	1.36/.84	1.45/.87	1.18/.57	1.51/.96
Personnel Promotion	1.74/1.24	1.67/1.23	1.96/1.27	1.66/1.26	1.79/1.23
Student Personnel	1.51/.82	1.48/.81	1.59/.87	1.31/.57	1.63/.93
Curriculum	1.18/.47	1.17/.46	1.23/.50	1.55/.68	1.21/.83

	All Institutions	Public Institutions	Private Institutions	Doctoral Granting Institutions	Non-Doctoral Granting Institutions
F4.1 Existence of a Formally Constituted Student Organization in Department (Number of Institutions/Percent)	58/23%	46/24%	12/20%	39/41%	19/12%
F4.2 Existence of a Formally Constituted Student Organization in College of Education (Number of Institutions/Percent)	169/69%	125/67%	44/75%	69/75%	100/64%
F5. Frequency of Various Groups Having a Formal Vote in Departmental Decision-Making (Mean Response Categories/ Standard Deviation; response categories were 1-Always, 2-Often, 3-Sometimes, 4-Rarely, 5-Never)					
Interested Graduate Students	3.81/1.15	3.86/1.14	3.59/1.19	3.89/1.17	3.75/1.14
Graduate Student Representatives	3.12/1.50	3.09/1.50	3.21/1.52	2.89/1.57	3.27/1.44
Adjunct Professors	3.50/1.32	3.60/1.32	3.11/1.28	3.49/1.41	3.50/1.27
Instructors and Lecturers	2.64/1.63	2.67/1.67	2.54/1.52	2.66/1.68	2.62/1.61
Assistant Professors	1.31/.86	1.29/.85	1.40/.89	1.25/.87	1.35/.85
Associate Professors	1.18/.58	1.16/.54	1.27/.69	1.11/.50	1.23/.62
Full Professors	1.17/.57	1.15/.54	1.25/.70	1.11/.50	1.21/.61
Other	2.85/1.43	3.05/1.54	2.29/.95	3.22/1.09	2.65/1.58
G. Other Courses of Study					
G1.1 Offering of Courses in Higher Education Administration Within the Institution (Number of Institutions/Percent)	130/50%	102/52%	28/47%	83/87%	47/30%
G1.2 Sponsoring Agency and Degree Status of Courses in Higher Education Administration (Number of Institutions/Percent)					
In Department of Educational Administration but not for a Higher Education Administration Degree	47/39%	39/41%	8/32%	24/31%	23/53%
In Department of Educational Administration and for a Higher Education Administration Degree	37/31%	30/31%	7/28%	26/33%	11/26%
In a Different Department but not for a Higher Education Administration Degree	11/9%	10/10%	1/4%	4/5%	7/16%
In a Different Department and for a Higher Education Administration Degree	7/6%	4/4%	3/12%	6/8%	1/2%
In a Department of Higher Education and for a Higher Education Administration Degree	19/16%	13/14%	6/24%	18/23%	1/2%

	All Institutions	Public Institutions	Private Institutions	Doctoral Granting Institutions	Non-Doctoral Granting Institutions
G2.1 Offering of Courses in the Administration of Special Education Within the Institution (Number of Institutions/ Percent)	109/45%	84/45%	25/43%	55/59%	54/36%
G2.2 Sponsoring Agency and Degree Status of Courses in the Administration of Special Education (Number of Institutions/ Percent of Institutions having Special Education Courses)					
In Department of Educational Administration but not for a Special Education Administration Degree	24/25%	19/25%	5/23%	9/18%	15/33%
In Department of Educational Administration and for a Special Education Administration Degree	19/20%	14/19%	5/23%	11/22%	8/17%
In a Different Department but not for a Special Education Administration Degree	24/25%	19/25%	5/23%	12/24%	12/26%
In a Different Department and for a Special Education Administration Degree	9/9%	7/9%	2/9%	5/10%	4/9%
In a Department of Special Education and for a Special Education Administration Degree	21/22%	16/21%	5/23%	14/27%	7/15%

CHAPTER FOUR

MASTER'S PROGRAMS IN EDUCATIONAL ADMINISTRATION

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Master's degree programs are by far the most prevalent of the graduate programs. As reported in the preceding chapter, fully 235 of the 254 departments in this study offer master's level programs, and 42 of those departments (about 21%) offer only MA programs. Clearly, the patterns and processes within MA programs affect by far the largest number of educational administration students.

The purpose of this chapter is to provide a general description of master's programs as they exist in the United States. This description is based upon the responses of the 95 professors who returned the completed questionnaire (37% of those to whom instruments were sent) and the 256 students who responded (21% of the instruments sent). As reported in Chapter Two above, the name of the professor most knowledgeable about MA programs was provided by each department head who responded in the first round of data collection, and each of those professors was sent one questionnaire for his/her own use as well as five questionnaires to be distributed to representative MA-level students. As noted earlier, questionnaires used by professors and students appear in the Appendix to this volume.

As determined by the study committee, the questionnaires were designed to address ten dimensions or aspects of preservice preparatory programs. That is, our intent has been to enable as complete a description as possible of each level of graduate preparation in educational administration by generating questions pertinent to each of ten facets of programs: 1) program purposes and objectives; 2) recruitment, selection, and admission procedures; 3) program content and instructional processes; 4) program requirements; 5) program structure, mechanics, and general characteristics; 6) research experiences of

students; 7) sources of funding; 8) program facilities and services; 9) student placement; and 10) department governance. While some of these areas were included in the department heads' questionnaires, it was felt that it would be of value to examine professors' and students' perceptions of such matters as governance and funding as well.

Although a more detailed description of the findings is provided in the pages which follow, a summarizing profile of master's-level programs can be offered here. The "typical" MA program can be said to have the following characteristics:

1. The orientation of the program is toward conceptual, human relations, and technical skills in about equal proportions.

2. Students are attracted to the program because of its convenient location.

3. The major admission requirement for students is a minimum grade point average in undergraduate studies.

4. The program offers 42 credits, with 75% of them in course work and 25% in field and/or research experiences. Students take 32 credits to complete the program.

5. Of the required courses, 65% are in educational administration, 25% are elsewhere in the college of education, and 10% are outside the college of education.

6. Class time is spent with between 10 and 30 students in discussion.

7. Although there is no residency requirement, students meet with an advisor at least once per quarter or semester.

8. The program is perceived to be current, relevant and useful, and the courses are felt to be interrelated.

9. There is much faculty-student communication within the program but little innovativeness or individualization.

10. Research and statistics courses are required.

11. Facilities and services are highly rated.

12. There have been recent changes in program content and instructional processes, and changes in these areas are projected for the future.

In the more detailed description to follow, the program dimensions are treated in sequences, as they appeared on the questionnaire. Where there were discrepancies between professors and students in perceptions of the program, these are highlighted. A summary of professor and student responses to the questionnaire are included as the appendix to this chapter.

Program Purposes and Objectives

For what positions are students prepared in the MA program? What is the primary orientation of the program? What topics are covered in the program? These were the questions addressed in this section of the questionnaire.

When professors were asked to indicate, from a long list of administrative positions in education, those for which students are prepared in the master's program, the largest number by far reported in terms of principalships, assistant principalships and building-level supervisory positions. Table 1 is a display of the six positions most frequently cited by professors.

In addition to these positions, others that were frequently cited were: assistant superintendent in such areas as business, personnel, and evluation (14 to 33% of MA programs); higher education administration (9%) and regional level administration (16%).

Table 1

Positions for Which Students are Prepared in MA Programs: Those Cited by a Majority of Professors

Position	Percent of Professors
1. Principal, elementary	93
2. Principal, secondary	93
3. Assistant Principal, elementary	90
4. Assistant Principal, secondary	89
5. Supervisor, building level	75
6. Supervisor, district level	56

The mean percentage of the professors' responses indicated that 82% of the MA students are preparing to enter public school administration immediately, whereas 11% are planning of further study. Other positions, such as higher education teaching or administration, education agencies, and research positions represent but 12% of the students.

Both professors and students were asked to indicate the primary orientation of the program with regard to conceptual, human relations, and technical skills and the largest percentage of both groups reported a balance among the three orientations. Sixty-three percent of the professors and 42% of the students agreed that emphasis was equally placed on the three skill areas.

Of a list of 40 topics from which respondents could choose, professors and students were asked to indicate which areas were emphasized in the greatest number of student programs. Given the broad range of choices provided, it is quite surprising that both groups agreed on six of the seven most frequently cited topics. Quite clearly, curriculum development and administrative theory were the most strongly emphasized topics as they were cited by the majority of both professors and students. Table 2 is a display of the seven most frequently cited topics, as rank-ordered by professors and by students.

In summary, the major purpose of most MA programs appears to be to prepare building-level administrators through an emphasis on curriculum development and administrative theory course work in which conceptual skills, human relations skill, and technical skills are equally stressed.

Table 2

Topics Emphasized in the MA Program

Topic	Professors Rank	Professors Percent	Students Rank	Students Percent
1. Curriculum development	1	65	1	68
2. Administration theory	2	62	2	65
3. Instructional supervision	3	57	5	39
4. Leadership	4	47	6.5	37
5. Educational law	5	45	4	41
6. Elementary school administration	6	41	---	---
7. Decision making	7	39	3	42
8. Human relations	---	---	6.5	37

Recruitment, Selection, and Admission Procedures

The purpose of this section of the study was to learn about the characteristics of master's degree candidates—what backgrounds they have, why they entered the program, how many there are, and their eligibility for graduate study in educational administration.

Master's students of educational administration appear to be a rather local and homogeneous group. According to professors' responses, about 72% of the students were currently working as classroom teachers, 53% lived and worked within a 25-mile radius of the institution, and about 42% received undergraduate training at the same institution. About 18% of the students were currently working as school or college administrators, and a mere 8% came from fields other than education.

Most of the students were employed full-time (83%) and were attending school on a part-time basis (79%) and taking fewer than 12 credit hours per semester or quarter. Approximately 15% of the students were not degree candidates, and only about ten percent of the students were receiving any financial aid.

Professors and students were quite congruent in their perceptions of why students were attracted to the particular institution and program. Both groups concurred that convenience of location and reputation of the faculty and program were the most significant factors. Table 3 shows the rank-ordering of reasons for selecting the institution as indicated by frequency of professors' and students' responses.

Table 3

Primary Reason for Students' Selection of Institution

Primary Reason	Professors Rank	Professors Percent	Students Rank	Students Percent
1. Convenient location	1	51	1	43
2. Reputation	2	32	2	30
3. Reasonable tuition	3	8	4	7
4. Convenient schedule	4	7	3	12
5. Admissions criteria	5	2	6	4
6. Financial assistance	6	0	5	5

Professors and students also concurred fairly consistently as to the means by which students were introduced to the educational administration program. About 30% of professors and 21% of students agreed that previous course work served as the introduction to the program; 26% of professors and 20% of students reported that hearing about the program from friends was the primary introduction, and 9% of professors perceived enrollment to be self-initiated, whereas 29% of the students cited self-initiation as the primary factor. Other less frequently cited introductions to the program were recommendations by professionals, program extension activities, recruitment efforts, and surveys conducted by the department.

Despite frequently voiced concerns about declining enrollments, MA student populations appear to have increased during the year preceding data collection for this study. The mean number of students admitted to each MA program during the year of data collection was approximately 86, an

average increase of 16% over the preceding year. Fixty-six percent of professors reported increased admissions over the previous year.

Professors and students agree quite consistently about the criteria for admission to the program. Of 13 possible eligibility requirements, both professors and students cited the following five (presented in rank order) most frequently; 1) minimum GPA; 2) standard exam; 3) recommendations; 4) teaching certificate; 5) teaching experience. Of these five criteria, the first, minimum GPA, was by far the most frequently cited, with 59% of professors reporting it to be the most important eligibility requirement. By these criteria, however, only about 12% of applicants were reported to be denied admission to the program.

Students' sex and racial or ethnic identity were also considered in this portion of the study. According to professors' responses, about 31% of the MA-level students are female and about 18% of the students are from minority groups. Of the minorities, about 61% are Black, 19% are Spanish-surnamed, 11% are Native American, 5% are Oriental, and 4% belong to other racial/ethnic minority groups.

It appears, in summary, that MA students are predominantly white males who work near the university as classroom teachers and are studying on a part-time basis at the institution in which they did undergraduate study. They entered the program because of previous course work or self-generated interest and were able to meet such eligibility criteria as minimum GPA, minimum GRE or MAT scores, and recommendations.

Program Content and Instructional Processes

Eight questions comprised this portion of the questionnaire, which was intended to provide information about the nature of learnings within educational administration MA programs. The kinds of experiences students have in the programs, the modes of learning, and the processes of instruction are reported in this section.

Students have about 42 credits of educational administration courses available to them at the master's level in semester hour (64% of institutions) or quarter hour (36% of institutions) units. Of these, students typically take about 25 credits of educational administration course work, most of the courses in a formal instruction and independent study mode. Professors and students agree that formal instruction with independent study is the predominant type of learning activity (about 70% of learning time) and they also agree that the remainder of time was about evenly divided between field experiences and research projects.

Professors and students also agree that the bulk of students' time is spent in educational administration course work: About 65% of course work is within the department, whereas about 25% is elsewhere in the college of education and about 10% of classes are elsewhere in the university. These courses are generally for classes of 10 to 30 students (60% of students' time), though some are for classes of 30 or more (20% of the time). According to professors and students, only about 5% of course work is accomplished in one-to-one or tutorial settings.

The lecture mode of instruction appears to have lost popularity, as only about 31% of students' instructional time is devoted to that mode, according to professors' and students' responses. On the other hand, about 56% of the instructional time is spent in discussion and about 13% of students' instructional time is devoted to independent study.

It may be that a portion of the time that is considered "discussion" is really devoted to other activities, such as group process interactions, case study analysis, role playing, and other learning modes. When asked how frequently each of six learning activities other than lecture or discussion was utilized within the program, 34% of the professors reported that simulation or role-playing and case studies were often used; 61% of the professors reported that simulation or role-playing were sometimes used; while 55% of them indicated that case studies are sometimes used. There is some discrepancy between professors' and students' perceptions of the learning activities in the department. For example, only 17% of students reported that simulation/role-playing are done often in the department; only 18% of students indicated that case studies are used often; and 31% of the students, but none of the professors, reported that field trips never occur. These figures are reported in further detail in Table 4.

Table 4

Frequency With Which Learning Activities
(Other Than Lecture/Discussion) Are Utilized

Learning Activity	Percent of Professors	Percent of Students	Percent of Professors	Percent of Students	Percent of Professors	Percent of Students	Percent of Professors	Percent of Students
Group process	19	19	46	30	27	33	8	18
Self-instruction	4	4	42	31	44	32	10	32
Case studies	34	18	55	56	11	22	0	4
Simulation/role-playing	34	17	61	54	5	22	0	7
Field trips	13	5	61	33	26	31	0	31
Computer use	3	1	29	12	47	23	21	63
Other	31	33	56	25	13	10	0	32

The content and instructional processes of master's degree programs can thus be summarized as follows. The 25 or so credits that students take in educational administration are available in classroom settings of about 20 students in the formal instruction/independent study mode characterized by much discussion and some simulation and case study use. Field trips and self-instruction are sometimes employed, but computer instruction rarely is.

Program Requirements

In this section of the questionnaire, the specific content of the MA program was addressed—the courses students take, the location of those courses, and the requirements for completion of the program. Of particular interest in this section are the content areas emphasized in master's programs and the knowledge students can be expected to have upon completion of the program.

Our attention here is directed to the particular courses students in MA programs take. According to professors, 91% of students in the MA program take courses outside the department of educational administration, frequently in research and statistics, law, psychology, and other areas. While 35% of the professors reproted that all of the MA students in the program take courses in research/statistics, 89% said that none of the students take courses in engineering, and 82% reported that none take courses in foreign language. As shown in Table 5, the most popular fields for courses outside the field of educational administration appear to be, in descending order of reported student enrollments, resarch/statistics, psychology, business administration, history, management science, and law. However, it should be noted that substantial proportions of professors report that none of the educational administration MA students take the courses listed.

In some instances cognate courses are required by the department and in other cases they appear to be optional. For example, 61% of the professors reported that only a major in educational administration with no minor concentration is required for the MA, and 11% reported that there was no major or minor requirement. Both a major in educational administration and a minor outside of education are required in 10% of the programs, and the educational administration major with an education or non-education minor is required in 11% of the programs.

Table 5

Percentage of Students Taking Courses in Each Field
As Reported by Professors

Fields	Percent of Students					
	0%	1-10%	11-50%	51-90%	91-99%	100%
1. Anthropology	56	39	4	1	0	0
2. Business Administration	20	55	20	4	1	0
3. Computer Science	29	56	9	4	1	0
4. Economics	34	51	14	1	0	0
5. Engineering	89	11	0	0	0	0
6. English/Humanities	37	45	18	0	0	0
7. History	28	51	20	1	0	0
8. Law	61	20	6	5	2	8
9. Management Science	45	33	19	1	1	0
10. Political Science	30	46	15	8	1	0
11. Psychology	10	25	35	18	6	5
12. Public Administration	47	39	8	3	3	1
13. Social Psychology	41	40	7	11	1	0
14. Foreign Language	82	17	0	0	0	2
15. Research/Statistics	15	21	14	6	9	35
16. Sociology	18	41	18	16	3	4
17. Other	52	12	12	8	8	8

Within the department, about three credits of each of several specific courses are generally required, as reported by both professors and students. The four most often cited requirements, in descending order of frequency of mention, were curriculum, educational research or statistics, survey of educational administration, and supervision of instruction. Students also cited organizational theory as a three-credit requirement, though most professors did not.

Residency and field experience are sometimes considered as part of the MA program requirement. In educational administration there is either no residency requirement (72% of programs) or a short one of a half year or less (24% of programs). Field experiences of some sort, however, are more frequently expected. While about 35% of professors and students agreed that no field experience was required, an equivalent proportion agreed that some field experience in the form of non-paid activities was required. Ten percent of the students, but no professors, indicated that a paid internship of some sort was required.

As would be expected at the master's level, language requirements are not common. While 20% of professors reported that there was a computer language or statistics requirement in their departments, 56% indicated they had no language or research requirements. Not one department requires two foreign languages or a language and computer or statistics at the master's level.

Since information about program requirements had been gathered, the study committee felt it would be important to learn how stringently these requirements are enforced. Some of the rules are quite rigorously upheld, it appears. Ninety-seven percent of the professors reported that the rule about minimum number of credits for the MA is always enforced; 80% reported that the specific course requirements are always enforced; 76% indicated that the number of credits in required courses is always upheld; and 76% said that a terminal exam requirement is always enforced. Apparently, other requirements are less rigorously implemented or are stringently applied in fewer than the majority of departments.

Thus, in summary, MA programs in educational administration typically encompass required course work in curriculum, educational research/statistics, survey of educational administration, and supervision of instructions, with out-of-department work in such areas as psychology,

business administration, history, management science, and law. While there is no residency or foreign language requirement, there is sometimes a required field experience, and the regulations regarding number of credits required (usually 32), required courses, and terminal exam are strictly enforced.

Program Structure, Mechanics, General Characteristics

This rather brief section of the study focuses upon such topics as credit transfer, advisement, and general features of the program.

Typically, students can transfer credits from other programs, or institutions to meet requirements in the educational administration program. According to professors' responses, eight credits is the average of transfer credits allowed.

Program advisement is a common feature of MA programs, as 98% of the professors and 82% of the students reported that students in the program have advisors. In the majority of departments, as indicated in Table 6, students meet with their advisors to review and plan programs once or twice per semester or quarter.

Table 6

Frequency of Student-Advisor Meetings in MA Programs

Number of Meetings Per Semester/Quarter	Percent of Professors	Percent of Students
Less than once	19	24
1-2 times	73	56
3-4 times	6	11
More than 4 times	1	9

In the interest of learning whether the programs are generally perceived to be effective—that is, current, relevant, sequential, etc.—both professors and students were asked to rate the program with respect to nine characteristics that were deemed indicative of effectiveness by the study committee. As shown in Table 7, many departments received high ratings by both professors and students in "currency of course content" and "student-faculty communication"; lowest ratings were ascribed to individualization of programming and instruction and to innovative practices.

Table 7

Ratings of Program Characteristics by Professors and Students*

	Professors' Rating	Rank	Students' Rating	Rank
Currency of course content	356	1	334	1
Faculty-student communication	321	2	303	2
Relevance to student needs	316	3	301	3
Interrelatedness of parts	306	4	279	4
Mixture of theory and practice	300	5	267	5
Innovative	244	6	239	7
Useful repetition	237	7	243	6
Individualization of programming	223	8	198	8
Individualization of instruction	209	9	189	9

*For each group, the rating was computed by weighting the percentage of respondents by the rating given and summing across rows for each program characteristics.

Although students were consistently somewhat less generous than professors in their ratings of program characteristics, the two groups were quite congruent in their rank ordering of the programs' strengths.

In summary, then, master's programs can be characterized as having currency and a high degree of faculty-student communication, partly through the vehicle of advisement and conferences held at least once per quarter or semester. Typically, the programs are not characterized by individualization or innovativeness.

Research Experiences

This portion of the questionnaire was devoted to inquiry about the types of research experiences students have and the extent to which research is emphasized at the MA level.

Quite clearly, some research experience is introduced at the master's level, as about 80% of the professors and students indicated that an introduction to research in education is included in the requirements and about 40% of both groups reported that introductory statistics is required. These findings are consistent with those reported earlier, that educational research is typically required in master's programs.

With respect to original research, however, the picture is quite different. Fewer than one-tenth of the professors or students reported that advanced statistics or advanced research design courses are requied, and in only about 29% of departments is an original research project required at the master's level. While an original research project is optional in about 40% of the programs, the research that is undertaken—by about 9% of the students—is typically not conceptual/empirical in nature. More specifically, according to professors' responses, about 24% of the research undertaken at the MA level is reported to be conceptual and empirical, while an equivalent proportion is in the form of literature review or case study and analysis, and about 14% is in the form of project implementation and evaluation.

For the research that is undertaken at this level, there is generally a project advisor, as reported by 77% of professors and 68% of students, and this advisor is either appointed by the department (in 42% of departments) or selected by the student (in about 25% of departments). As reported by 38% of professors and students, a research commitee of about three members also exists, through an equivalent number of respondents indicated that no research committee exists at this level.

For original research conducted at the master's level, an oral defense is required in about half the departments (according to professors' responses) with an average of two educational administration professors and one other professor serving on the oral review commission.

Thus, to summarize, MA programs typically do not require original research, although they do require introductory course work in research and statistics. Of the 9% of students who elect the research option when it is available (in about 40% of programs), most do conceptual/empirical studies, or project implementation and evaluation, or a review of a body of literature, or a case study and analysis, and they work with a research advisor in this undertaking as well as defend their work orally before a committee of three.

Sources of Funding

This brief segment of the questionnaire sought to discover the proportion of students receiving financial assistance at the master's level, and the sources of the funding they do receive.

As shown in Table 8, a display of the mean percent of students receiving funds from various sources, the majority of students (65%) do not receive any support money. Of the funds that are provided at this level, about 8% of students get it from research assistantships and about 7% have drawn student loans. The finding that only about 3% of students received federal project money is quite consistent with the finding noted in Chapter Three, that only about 3% of departmental funds come from federal projects.

Table 8

Available Financial Assistance at the MA Level
as Reported by Professors

Types of Assistance	Mean Percent of Students
Student loans	6.9
Teaching assistantships	4.6
Research assistantships	8.2
Consultant/project assistantships	1.6
Federal project assistantships	3.1
Other	13.5
None	64.7

Facilities and Services

This section of the questionnaire was devoted to faculty and student perceptions of the facilities and services available to persons in the program. Of the 24 types of facilities and services listed—everything from computer and duplicating service to housing and food accommodations—professors and students generally agreed that most were good and several were excellent. Table 9, a display of the facilities and services in order of ratings by respondent groups, indicates that those with the highest ratings are classroom space, audio-visual service, and library service, while laboratory service, transportation, and lounge space are generally perceived as rather poor, at least by professors.

It is interesting to note that the students were generally more favorably impressed than professors with the facilities for student use (i.e., laboratory service, lounging space, recreational facilities, and student space), whereas professors gave higher ratings than students to facilities primarily for professor use (i.e., duplicating equipment, mail and phone service, and computer equipment).

Student Placement

The purpose of this section of the questionnaire was to learn what happens to students after they complete the program—where they get jobs, how, and whether there is follow-up by the department.

Of the 36 students who completed each program during the year preceding data collection, about 13 (35%) acquired jobs with the help of the department of educational administration or the university placement service. Of the students who acquire positions after completing the program (presumably more than 35% of the graduates, since many may find jobs without the help of the department or university), about 62% locate within a 100-mile radius of the university and about 37% remain within a 25-mile radius.

Table 9

Professors' and Students' Ratings of Department Facilities and Services for MA Program Participants*

Ranking by Professors	Item	Professors	Students
1.	Classroom space	314	318
2.	Audio-visual services	307	288
3.	Library services	301	329
4.	Duplicating equipment	298	267
5.	Mail service	293	262
6.5	Duplicating service	292	258
6.5	Phone service	292	254
8.5	Computer equipment	281	224
8.5	Conference space	281	301
10	Library stock	278	306
11.5	Faculty housing	177	**
11.5	Laboratory facilities	177	219
13.	Audio-visual supplies	276	263
14.	Computer services	273	223
15.	Faculty space	267	**
16.	Secretarial services	260	242
17.	Parking facilities	244	223
18.	Student housing	239	232
19.	Student space	223	279
20.	Recreational facilities	221	263
21.	Food service	205	257
22.	Lounge	200	274
23.	Transportation	194	198
24.	Laboratory services	176	225

*Ratings were computed by weighting the percentage of respondents in the group (i.e., professors, students) by the rating given and summing across the row for each item.

**Students were no asked to rate these items.

With regard to follow-up by the department, 56% of the professors reported that their department has a systematic follow-up with graduates of the MA program, and 64% of the professors indicated that the department systematically monitors graduates' reactions to the program.

Department Governance

Participation in decision-making was the focus of this brief segment of the questionnaire. Its purpose was to examine who participates and in what types of decisions.

According to professors, faculty participation in department decision-making is consistently quite high: 78% of the professors reported that they always participate in curriculum decisions; 71% said they always participate in personnel selection decision; 83% indicated they always or often participate in student personnel decisions; and 71% said they always or often share in personnel promotion decisions. Very few professors indicated that they rarely or never contribute to decisions of these types.

On the other hand, professors are the primary decision makers within departments, according to professors' reponses. Assistant, associate and full professors always or often share in departmental decisions, as reported by almost all the respondents, whereas instructors, adjuncts and graduate students rarely or never participate within most departments. Sixty-four percent of the professors stated that interested graduate students never or rarely share in departmental decision making; 47% said graduate student representatives never or rarely participate; 52% said adjunct professors never or rarely participate; and 32% said that instructors never or rarely participate.

To summarize the last three sections briefly: The "typical" MA program can be said to have good or excellent facilities and services (particularly in terms of classroom, audio-visual, and library accommodations), to be governed by participatory decision-making in which professors share, to help place about 35% of its graduates, and to monitor alumni reactions to the program systematically.

Program Changes

Although the data concerning program changes are reported in some detail in a later chapter, it can be reported here that 79% of the professors indicated that changes in program content and instructional processes had occurred within their departments during the two years prior to data collection for this study. Fifty-six percent of the professors reported recent changes in program purposes and objectives. Fewer professors projected changes in the program during the two years following data collection, but among those who did expect future changes, program content or instructional processes (41% of professors) and program purposes or objectives (27% of professors) were again the most frequently cited dimensions.

Summary, Conclusions, and Unanswered Questions

The MA degree is still viewed as the entrance degree for many persons planning careers in administration at the building level; at least this is the viewpoint of professors responding to the survey.

The program of studies for MA programs is divided fairly equally among conceptual skills, human relations skills, and technical skills, with curriculum development and administrative theory the major focus of most MA programs.

Students are attracted to MA programs that are close to where they live. Other reasons, with the possible exception of the facilities or program reputation, seem to carry little weight. The one admissions criterion that seems to be universally applied is a minimum undergraduate grade point average.

The average number of credits included in the MA program is approximately 42. These credits are divided between formal instruction (75%) and field experience and/or research projects (25%). The division of course work

across departments is: Approximately 65% is in educational administration; 25% is in other education courses; and 10% is outside the college of education. Most of the students' instructional time is spent in classes of from 10 to 30 students, with the most popular method of instruction being discussion. It would seem that the majority of the MA programs have only a major in educational administration as a program requirement, and 72% of programs require no residency for the completion of the degree.

Students apparently meet with their advisors on a regular basis. In fact, the majority of professors and students indicated they met once or twice each quarter or semester. Both sampled groups felt their programs were current, relevant, useful, and interrelated. They also felt there was a good deal of faculty-student communication. The only areas that received low ratings were innovativeness and individualization of program and instruction.

Very few programs have a required research project for the MA degree, although a large percentage of students must take introductory research courses and statistics as part of their program.

Both professors and students rate their facilities and services good or excellent. Only laboratory facilities and services, student housing, and transportation seem to be problem areas.

There have been many changes in MA programs. Changes in content and instructional process were indicated by nearly 80% of the professors responding, while over 50% indicated there had been changes in program purposes and objectives. Future MA program changes, as viewed by professors, will likely be more of what has happened in the past. Most professors seem to think that there will be additional changes in content and instructional processes.

Quite obviously, this overview of master's degree programs in educational administration leaves many questions unanswered. An in many survey research reports it is perhaps the most intriguing questions that are not or cannot be addressed.

In this study, for example, we have characterized the "typical" MA program in terms of mean and modal responses, but we have not explored the factors that make for diversity or dispersion among programs. Nor have we pursued cross-item analyses, analyses that might reveal whether there are several patterns of master's programs that can be discerned. Do programs that have a research requirement, for example, tend to be located in doctorate-granting departments? Do they tend to be more or less formal in instructional modes or more or less innovative in approach? Do public programs differ from private ones, or urban programs from rural ones? Do programs in master's-only departments differ from those in departments that offer other degrees?

These and other questions that are answerable within the available data set await further inquiry at some future time, for the intent of this report is to depict, in broad strokes, the most common features of MA-level programs.

But more profound questions await further inquiry as well, questions that require additional data collection and more complex analysis. How students best learn the material presented in the program, for example, and what they actually know when they complete the program, how and when and if they utilize this knowledge in job situations, and which knowledge seems to be of greatest worth might be directions for fruitful inquiry. Similarly, how the socialization process operates within MA programs, and what its environmental influences are, and what factors affect students' decisions to pursue more advanced degrees might also be dir-ctions for fascinating research.

While some other questions are addressed in later chapters—how the master's program compares to other programs in educational administration and what types of changes have occurred within departments—many, many other questions will remain unanswered. It is hoped that students and other scholars will continue the inquiry that was only initiated here.

APPENDIX TO CHAPTER FOUR

TABULATIONS OF PROFESSORS' AND STUDENTS' RESPONSES REGARDING MASTER'S DEGREE PROGRAMS

Program Goals and Objectives

		Professors	Students
A1.	**Positions for Which Students are Prepared** (percent of respondents)		
	1. assistant principal, elementary	89	
	2. assistant principal, secondary	90	
	3. principal, elementary	93	
	4. principal, secondary	93	
	5. supervisor of instruction, building level	75	
	6. superintendent of schools	35	
	7. supervisor of instruction, district level	56	
	8. assistant superintendent for		
	a. business	25	
	b. personnel	28	
	c. instruction	33	
	d. pupil personnel	23	
	e. community relations	20	
	f. adult education	14	
	g. evaluation	14	
	h. other (specify)	7	
	9. administrator, higher education	9	
	10. professor of		
	a. educational admin.	3	
	b. higher ed. admin.	2	
	c. special education admin.	4	
	d. other (specify)	1	
	11. research director (R & D center)	2	
	12. state or regional level administrator	16	
	13. other (specify)	8	
A2.	**Orientation of Program** (percent of respondents)		
	1. developing conceptual skills	5	8
	2. developing human relations skills	2	2
	3. developing technical skills	1	1
	4. about equal between 1 and 2	8	32
	5. about equal between 1 and 3	18	9
	6. about equal between 2 and 3	3	7
	7. about equal among 1, 2, and 3	63	42
A3.	**Topic Emphasis Within Courses** (percent of respondents)		
	1. administrative theory	62	
	2. adult education	0	
	3. buildings/facilities	5	
	4. business/finance/budgeting	24	
	5. career education	1	
	6. community college admin.	0	
	7. community education	4	
	8. comparative admin.	1	
	9. computer uses	1	
	10. contracts and grants	0	
	11. curriculum development	65	
	12. decision making	39	
	13. economics of education	7	
	14. education law	45	
	15. elementary school admin.	41	
	16. education technology	1	
	17. evaluation	21	
	18. foundations of education	16	
	19. higher education admin.	1	
	20. human relations	29	
	21. management information systems	1	
	22. instructional supervision	57	
	23. investment management	0	
	24. leadership	47	
	25. organizational development	15	
	26. personnel management, staff	16	
	27. personnel management, student	4	
	28. planning	11	

		Professors	Students
29.	policy making	5	
30.	politics of education	10	
31.	principalship, elementary	26	
32.	principalship, secondary	36	
33.	professional negotiations	6	
34.	public relations	6	
35.	research methodology	19	
36.	school-community relations	24	
37.	school district administration (superintendency)	3	
38.	secondary school admin.	33	
39.	special education admin.	2	
40.	statistics	3	
41.	others (specify)	5	

A4. Types of Positions for Which Students Prepare
(mean percent of students)

1.	university professors	3.5
2.	R & D specialists	.8
3.	public school administrators	82.3
4.	community college administrators	2.6
5.	college/university administrators	1.8
6.	federal/state/regional agency admin.	3.7
7.	further study	11.4
8.	other (specify)	8.1

Recruitment, Selection & Admission Procedures

B1. Backgrounds of Students (mean percent of students)

1.	received undergraduate training at this institution	41.5
2.	live and/or work within a 25-mile radius of this institution	53.1
3.	currently work as classroom teachers	71.6
4.	currently work as school/college administrators	17.7
5.	come from fields other than education	7.8

B2.1. Status of Students (mean percent of students)

1.	special students (non-degree)	14.8
2.	part-time students (less than 12 credits)	78.8
3.	employed full-time	82.5
4.	receive financial aid (i.e., fellowships)	9.9

B2.2. Sex and Race of Students (mean percent of students)

1.	female	31.0
2.	minority	18.4

B2.3. Distribution of Minority Students (mean percent of minorities)

1.	Black	60.8
2.	Native American	10.7
3.	Oriental	5.2
4.	Spanish-surnamed	18.7
5.	Other	4.6

B4. Primary Reason for Students' Selection of Institutions
(percent of respondents)

1.	attractive admissions criteria	2	4
2.	available financial aid	0	5
3.	convenient course schedule	7	12
4.	reasonable tuition/fee schedule	8	7
5.	reputation of faculty and/or program	32	30
6.	convenient location (i.e., near home or work)	51	43

		Professors	Students
B5.	Primary Source of Students' Initial Awareness of Program (percent of respondents)		
	1. extension courses	7	5
	2. field surveys/evaluations	2	0
	3. newspaper advertisements	0	0
	4. previous coursework	31	21
	5. publicity literature	4	4
	6. survey of options	4	2
	7. recommendation by friends	26	20
	8. study council activities	0	0
	9. recruitment activities	5	1
	10. recommendation by professional	8	16
	11. self initiated	9	29
	12. other (specify)	3	1
B6.1.	Number of Students Admitted to Program in Past Year (mean number of students)	85.6	
B6.2.	Increase/Decrease of Enrollment in Program (percent of respondents)		
	1. increased	56	
	2. decreased	11	
	3. remained constant	33	
B6.3.	Amount of Change in Enrollment (mean percent of change)	15.6	
B7.1.	Program Eligibility Requirements (percent of respondents citing each)		
	1. teaching certificate	62	50
	2. teaching experience	43	32
	3. administrative experience	1	3
	4. minimum GPA	96	78
	5. pass standard exam	63	67
	6. pass other test	4	8
	7. pass departmental exam	4	4
	8. pass departmental interview	25	23
	9. pass English writing exam	9	4
	10. recommendations	62	53
	11. autobiographical essay	14	16
	12. other	15	6
	13. no requirements	1	1
B7.2.	Eligibility Criterion Given Greatest Consideration (percent of respondents)		
	1. teaching certificate	9	
	2. teaching experience	1	
	3. administrative experience	0	
	4. minimum GPA	59	
	5. pass standard exam	8	
	6. pass other test	0	
	7. pass departmental exam	0	
	8. pass departmental interview	5	
	9. pass English writing exam	0	
	10. recommendations	12	
	11. autobiographical essay	0	
	12. other	6	
	13. no requirements	0	
B8.	Proportion of Students Denied Admission to Program (mean percent of applicants)	11.95	

Program Content and Instructional Processes

		Professors	Students
C1.	Basis of Course Credit (percent of respondents)		
	1. semester hours	64	
	2. quarter hours	36	
	3. trimester hours	0	
	4. other	0	
C2.	Number of Ed. Admin. Credits Potentially Available (mean number of credits)	42.3	
C3.	Types of Learning Experiences (mean percent of students' time)		
	1. formal instruction and independent study	79.2	65.0
	2. field experiences	12.8	17.0
	3. research projects	10.0	18.0
C4.	Locus of Courses (mean percent of students' time)		
	1. in ed. admin. dept.	59.2	68.0
	2. in college of ed.	30.3	24.0
	3. outside college of ed.	14.1	9.0
C5.	Proportion of Time in Each Type of Instructional Setting (mean percent of time)		
	1. 30+ students	20.4	23.0
	2. 10-30 students	63.4	61.0
	3. 2-10 students	14.8	13.0
	4. 1-to-1 settings	6.3	3.0
C6.	Learning Mode (percent of time devoted to each)		
	1. lecture	29	33
	2. discussion	60	52
	3. independent study	13	13
C7.	(See Table 4.2)		
C8.1.	Proportion of Students Who Take Courses Outside the Dept. of Ed. Admin. (mean percent of students)		91
C8.2.	(See Table 4.2)		

Program Requirements

D1.	Credit Hours Required to Complete MA Program (mean number of credits)		31.7
D2.	Number of Credit Hours of Required Courses (mean number of hours)		20.7
D3.	Credit Hours Required in Each Area (mean number of credit hours)		
	1. educational research or statistics	3.0	2.9
	2. survey of educational administration	2.9	2.8
	3. organization theory	1.5	2.5
	4. history/philosophy of education	1.6	2.1
	5. curriculum	3.0	3.0
	6. educational psychology	1.6	1.8
	7. educational sociology	0.6	2.8
	8. supervision of instruction	2.5	2.8
	9. other (specify)	1.6	0.3

	Professors	Students
D4. Major/Minor Requirements (percent of respondents)		
1. major in educational administration	61	
2. major in educational administration minor in education	6	
3. major in educational administration minor in non-education	10	
4. major in educational administration minor in education or outside education	11	
5. no major or minor requirement	11	
6. other	1	
D5. Length of Residency Requirement (percent of respondents)		
1. ½-year or less	24	
2. 1 year	4	
3. 2 years	0	
4. 2 years +	0	
5. no residency requirement	72	
D6. Type of Required Field Experience (percent of respondents)		
1. non-paid	33	39
2. paid	0	10
3. combination of (1) and (2)	12	14
4. other	15	5
5. none required	39	32
D7. Major Exam Requirements (percent of respondents)		
1. mid-program written/oral	9	
2. final comprehensive	74	
3. research proposal exam	9	
4. no exam requirement	19	
D8. Culminating Project Requirement		
data not available		
D9. Foreign Language Requirement (percent of respondents)		
1. one foreign language	0	
2. two foreign languages	0	
3. one foreign language plus computer or statistics	0	
4. computer and/or statistics	20	
5. choice of 2, 3, or 4	0	
6. other (specify)	24	
7. no language/research requirements	56	
D10. See Table 4.2		

Program Structure, Mechanics, General Characteristics

E1. Maximum Number of Transferrable Credits (mean number)	8.2	
E2.1. Existence of Program Advisors (percent of respondents)		
1. yes	98	82
2. no	2	18
E2.2. Frequency of Meetings With Program Advisors (percent of respondents)		
1. less than once per semester/quarter	19	24
2. once-twice per semester/quarter	73	56
3. 3-4 times per semester/quarter	6	11
4. 4+ times per semester/quarter	1	9
E3. See Table 4.2		

	Research Experiences	Professors	Students
F1.	Required Research Courses (percent of respondents)		
	1. introd. to research in education	79	78
	2. advanced research design	6	13
	3. introd. statistics	37	41
	4. advanced statistics	3	3
	5. thesis proposal seminar	14	20
	6. other research courses (specify)	12	9
	7. no research requirements	17	12
F2.1.	Original Research Requirement (percent of respondents)		
	1. required	23	35
	2. optional	43	38
	3. not part of program	34	27
F2.2.	Proportion of Students to Elect Optional Research (mean percent of respondents)	9.4	
F3.	Types of Research Conducted (mean percent of students)		
	1. conceptual/empirical study	24.3	
	2. a theoretical study	5.0	
	3. case study/analysis	12.6	
	4. literature review	13.2	
	5. position paper	4.8	
	6. personal log/analysis	5.2	
	7. theory development thesis	1.6	
	8. project implementation/evaluation	14.9	
	9. new analytic approach	1.6	
	10. other	3.2	
	11. no project required	18.2	
F4.1.	Existence of Research Project Advisor (percent of respondents)		
	1. yes	77	68
	2. no	1	7
	3. no research projects	22	25
F4.2.	Selection of Research Advisor (percent of respondents)		
	1. dept.-appointed	41	42
	2. student-selected	28	22
	3. self-appointed	0	4
	4. other	10	3
	5. no research projects	21	28
F5.1.	Existence of Research Committee (percent of respondents)		
	1. yes	38	38
	2. no	40	32
	3. no research projects	21	30
F5.2.	Number of Faculty Members on Research Committee (mean number of members)	2.9	3.0
F6.1.	Existence of Oral Defense of Research (percent of respondents)		
	1. yes	54	33
	2. no	28	36
	3. no research projects	18	31
F6.2.	Number of Faculty Members on Oral Review Commission (mean number of members)	3.0	0.4
F6.3.	Number of Ed. Ad. Faculty Members on Oral Defense Commission (mean number)	2.2	0.3
F6.4.	Required Number of "pass" Votes in Oral Defense (mean number)	2.4	0.2

Sources of Funding

	Professors	Students
G1. Proportion of Students Receiving Funds From Each Source (mean percent of students)		
1. student loans	6.9	
2. teach. assistant	4.7	
3. research assist.	8.2	
4. consultant/project assistant	1.6	
5. federal project assistant	3.1	
6. other	13.5	
7. not receiving financial aid	64.7	

Program Facilities and Services

H1. See Table 4.2

Student Placement

I1. Number of Students Completing Program, Past Year (mean number of students)	35.9
I2. Proportion of Students Placed in Jobs by Department (mean percent of students)	34.8
I3. Existence of Systematic Career Monitoring by Department (percent of respondents)	
1. yes	56
I4. Systematic Solicitation of Alumni Reactions to Program (percent of respondents)	
1. yes	64
I5. Proportion of Students Finding Positions Within Given Distance (mean percent of students)	
1. 100-mile radius	61.5
2. 25-mile radius	37.5

Department Governance

J1. See Table 4.2

J2. See Table 4.2

Program Changes

K1. Dimensions of Recent Program Changes (percent of respondents)

1. program purposes or objectives	56
2. recruitment/selection/admissions	41
3. program content or instructional processes	79
4. completion requirements	39
5. program structure/mechanics	42
6. research experiences	23
7. sources or level of funding	16
8. facilities or services	21
9. student placement	13
10. department governance	23
11. other (specify)	5
12. no recent changes	9

		Professors
K2.	Dimensions of Projected Program Changes (percent of respondents)	
1.	program processes or objectives	27
2.	recruitment/selection/admission	24
3.	program content or instructional processes	41
4.	completion requirements	12
5.	program structure/mechanics	16
6.	research experiences	13
7.	sources or level of funding	9
8.	facilities or services	11
9.	student placement	5
10.	department governance	10
11.	other (specify)	6
12.	no changes projected	24

CHAPTER FIVE

CERTIFICATION AND SPECIALIST DEGREE PROGRAMS

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At the intermediate level of graduate study—that area between master's and doctoral programs—there is considerable diversity both in program structure and in terminology to designate the programs. Generally speaking, there appear to be two basic types of intermediate programs, those which prepare candidates for state certification in educational administration and those which provide training directed toward a university-conferred degree or certificate. Although these programs are regarded as terminal in many institutions, credits for courses taken within these programs are transferrable to doctoral programs in some institutions. Since the two types of programs exist under many different titles, one title was selected for each type of intermediate program for purposes of this study: Certificating programs refer to those leading to a state-conferred certificate; education specialist (EdS) programs refer to those leading to a university-conferred certificate or degree. In either case, the programs require a year or more of study beyond the master's level.

What are they like, these certificating and EdS programs? Do they differ from each other significantly, or are they more alike than different?

The purpose of this chapter is to describe the post-master's programs in educational administration as they exist across the country with respect to the ten major dimensions of preparation programs. Differences between certificating and EdS programs will be highlighted where they were found to exist.

Forty-six professors and 174 students from institutions with certificating programs and 46 professors and 198 students representing EdS programs responded to the questionnaire.

Program Purposes and Objectives

Professors in both certificating and EdS programs indicated that they prepare students for both building level and central office positions that are primarily oriented toward general administration. Equal emphasis is placed in both types of programs on developing conceptual, human relations and technical skills. All respondents agreed that administrative theory was the primary topic emphasized in their curricula. In addition, there was great similarity in the top seven areas or topics emphasized within the program: leadership; decision making; curriculum development; education law; business/finance/budgeting; and human relations.

Professors reported a much greater emphasis on training for the elementary principalship and elementary school administration than did students. Professors in certificating programs perceived their programs as placing heavy emphasis on the training of school district administrators and on the use of computers. In general professors viewed the primary mission of their programs as the preparation of public school administrators (K-12).

Recruitment, Selection and Admission

A large proportion of students enrolled in both types of program were undergraduates at the same institutions in which they are pursuing graduate work. The students generally work and live within 25 miles of the institution, and most of them work as classroom teachers. Professors in certificating programs stated that their students also work as school/college administrators. Eighty per cent or more of the students attend college part time and work full time. Females

comprise almost one-fourth of the total student population, and nearly one-fifth of the students are identified as minorities. While about the same percentage of black students are enrolled in certificating programs (68.6%) and EdS programs (70.5%), more Native Americans are enrolled in certificating programs (11.7%) than in EdS programs (2.2%), and a larger percentage of Spanish-surnamed students are enrolled in EdS programs (22.5%) than in certificating programs (11.6%).

Students enrolled at their institutions largely because of convenience of location. Reputation of faculty and/or program was another frequently cited reason for selecting the particular institution.

Awareness of the certificating and EdS programs was attributed primarily to previous course work taken at the institution. However, professors in certificating programs placed more importance on this factor than did students or EdS professors. Recommendation by friends was reported by certificating and EdS professors as the second reason for students enrolling in their programs; however, the students viewed self-initiation as the second reason.

While both programs reported an increase in the total number of students over the previous year, (certificating programs increased by 19.9%; EdS programs increased by 15.4%), EdS programs had more new students than did certificating programs. Both programs have similar eligibility requirements for admission: teaching certificates; experience; standard exams; and recommendations. However, more certificating programs than EdS programs require students to pass a departmental interview. Both programs place the greatest emphasis on applicants' meeting a minimum grade point average, and both programs deny admission to approximately 14% of their applicants.

In summary, most students in the two programs live within commuting distance of their institutions, work full time as teachers and attend college part time. Women and minorities represent one-fourth and one-third of the enrollment respectively. Convenience, reputation of faculty and/or the program and/or recommendation of friends are the primary reasons for selecting the program. New and total enrollments have increased over the previous year. And admission is based on experience, exams, recommendations and grade point average.

Program Content and Instructional Processes

For both types of program, semester hours are most frequently used as the basis for awarding credit. On the average, EdS programs have six more credit hours available in educational administration than are available in certificating programs. Certificating programs have 57 credit hours available, whereas EdS programs have 63 credit hours available.

Both certificating and EdS programs emphasize formal instruction and independent study. However, in both types of programs students see a slightly greater emphasis on research projects than do their professors. All respondents indicated that the greatest percentage of time is devoted to courses in the department of educational administration in instructional settings of between 10 and 30 students with discussion as the major instructional activity. Within this setting case studies and simulation/role playing are the major vehicles for stimulating discussion. Again, professors in certificating programs indicate a greater use of the computer as a mode of instruction than do their own students or professors or students in EdS programs. All students take some course work outside their departments, most frequently research/statistics.

Program Requirements

Students in certificating programs are required to complete approximately eight graduate credit hours more than students in EdS programs are re-required to complete. Typically, 55.8 credit hours beyond the baccalaureate are required for certificating programs whereas 47.7 credits are required for EdS degrees. However, there are fewer required courses in certificating programs than in EdS programs. Certificating programs include about 21.2 credits of required courses whereas EdS programs include 27.5 credits of required courses. In both programs the two most frequently cited required courses are research/statistics and survey of educational administration.

About three-quarters of the programs require only a major in educational administration while the other one-quarter either require or permit a dual major. Two-thirds of certificating programs require a residency of one-half year or less whereas only 22% of EdS programs have this requirement. However, one-third of EdS programs have a one-year residency requirement and 43% have no residency requirement. Only 7% of certificating programs require a one-year residency and 31% have no residency requirement. A field experience is required in approximately 80% of the programs. Most of these field experiences are non-paid.

Nearly one-fourth of the respondents reported that a written or oral qualifying exam is required, while nearly two-thirds of the respondents reported that a final comprehensive is required. A research proposal exam is required by 13% of the certificating programs, while the same percentage has no exam requirement. In EdS programs, approximately one-fourth of the institutions require a research proposal exam, while the same number has no exam requirement.

Over 60% of both programs have no foreign language, computer or statistics requirements. Only 2% of EdS professors indicated a foreign language requirement. However, 31% of the certificating programs and 19% of the EdS programs do require computer use and/or statistics.

All professors in certificating programs indicated that they require a minimum number of credits for completion of their program; in the EdS programs 92% of the professors indicated that they regularly apply this requirement. Fulfillment of specific course requirements and completion of the specified number of credits in required courses are regularly enforced by 90% or more of both programs. Major/minor requirements and field experience requirements are enforced in more than one-half of the programs. Professors in certificating programs regularly place greater emphasis on course balance, residency and exam requirements than do EdS professors.

In summary, certificating programs offer more credit hours but fewer course requirements than do EdS programs. Most institutions do not require a dual major. More certificating programs than EdS programs have a residency requirement, but those residencies that do occur in EdS programs tend to be longer than those in certificating programs.

The majority of respondents indicated that some type of qualifying and/or final comprehensive examination is required. Only a small percentage of institutions require a research proposal exam. Foreign language is not a requirement in most programs; however, in a small percentage of programs a course in computers and/or statistics is required.

Most professors indicated that their department always requires that students complete a minimum number of credit hours and meet specific course requirements in order to complete the program. On the whole, professors in certificating programs place more emphasis on course balance, residency and exams than do EdS professors.

Program Structure, Mechanics and General Characteristics

Professors in both programs indicated their departments accept an average of 13 transfer credits for these programs from other institutions. All faculty indicated that there are program advisors; however, only 76% of the certificating program students and 83% of EdS students indicated that there are program advisors.

Seventy percent or more of the professors indicated that students and advisors meet once or twice per semester or quarter, while only about 50% of the students indicated that this was so. However, over 25% of the students stated that they see faculty three, four or more times per semester/quarter. About 8% of the professors agreed with this perception.

Most faculty and student respondents shared the view that the program emphasizes currency of course content. Useful repetition, inter-relatedness of parts, innovative practices, and individualization of instruction and programming were viewed by all groups as characteristic of their programs. However, faculty generally viewed the programs as having a slightly greater relevance to student needs, a greater mix of theory and practice, and more student/faculty communication than did students.

Research Experiences

An introductory course in research is more frequently required than an introductory statistics course in both certificating and EdS programs. Few of either type of programs include an advanced research or advanced statistics course requirement. Thesis proposal seminar was reported to be required in about 30% of the programs, while about 15% of the programs have no research requirements.

No original research project is required in about one-fourth of the EdS or certificating programs; however, students more frequently than professors reported that an original research project is required. In several of the programs an original research project is optional. In such programs about 17% of the certificating program students and 11% of the EdS students opt for the research project. Of the research conducted within certificating or EdS programs the predominant type is conceptual/empirical research. Project implementation and evaluation, case study and analysis, and literature review were also frequently cited types of research in these programs.

Most students doing a research project have a research project advisor. Professors in certificating programs indicated that 2% of the projects have no advisors. Approximately 50% of the advisors are selected by the department and about 25% are selected by the students. The remainder indicated no project requirements.

Over one-half of the research projects have a research project advisement committee with approximately three members. Two-thirds of the faculty stated that these projects require an oral defense.

Professors in certificating programs stated that there are three faculty members who serve on the oral review commission, whereas EdS professors stated that there are four or five faculty members who serve on the oral review commission. Both certificating and EdS program professors indicated that there are an average of two members from educational administration who serve on the oral review commission, though many students indicated that there was only one educational administration professor on the committee. Professors in both types of programs indicated that more than two faculty members on the oral review commission had to vote

"pass," while students perceived that fewer than two "pass" votes were required. It can be seen that the research experience, particularly with respect to the oral review, is an area of discrepancy between faculty and students. Issues about which there are divergent perspectives are whether a research project is required or optional, the number of educational administration faculty serving on an oral review commission, and the number of "pass" votes that are required.

Sources of Funding

Professors indicated that the majority of their students did not receive any financial aid. Whatever financial aid is received is dispersed in the form of student loans, teaching assistantships and research assistantships in about equal proportions. However, professors in certificating programs reported more assitance in the form of federal project assistantships than did EdS professors.

Although the majority of students did not receive financial aid, whatever money is available appears to come from internal sources. However, students enrolled in certificating programs appear to have somewhat greater access to funds that are externally derived.

Facilities and Services

Generally speaking, both faculty and students were favorably impressed with the quality of facilities and services within their institutions. Of the 24 facilities or services rated from "excellent" to "poor" (or "not existent"), professors appeared most satisfied with audio-visual services, computer equipment, and library stock, and least satisfied with student work space and laboratory facilities. Students, on the other hand, were most satisfied with laboratory services, classroom space, and audio-visual services and least satisfied with mail service and laboratory facilities.

Faculty in certificating programs rated the quality of audio-visual services and supplies slightly higher than did their students. In EdS programs students rated audio-visual services and supplies slightly higher than did faculty members. Computer equipment and service were considered slightly better by all faculty than by their students.

Students considered classroom space, conference space, food/snack service, laboratory facilities and service, lounge space and student work space as better than did faculty.

Library services and stock were rated fairly favorably by faculty and students. However, EdS students perceived library stock to be slightly better than did faculty. Recreational facilities were perceived as average in quality by all groups.

EdS faculty and students shared similar perceptions regarding student housing as average, but certificating program students considered student housing to be slightly better than did faculty.

Those facilities and services that received a rating of "excellent" or "good" by 75% or more of the respondents are as follows:

audio-visual services were so rated by all respondent groups except EdS professors;
classroom space was so rated by students;
although library service and stock were generally regarded highly, only 67% of EdS faculty considered library stock to be good or excellent;
79% of EdS faculty members rated phone service highly, but less than 75% of the other groups expressed such satisfaction with phone service.

Faculty housing and work space were rated as "good" or "excellent" by about 47% of the faculty respondents. One-fourth to one-third of the respondents indicated that such facilities did not exist.

Student Placement

An average of 43 students graduated from each EdS program during the past year and an average of 20 students graduated from each certificating program. Faculty in both programs indicated that they place about 41% of their students. According to professors' responses, systematic career monitoring is done by 64% of EdS professors and by 52% of professors in certificating programs. A greater percentage of EdS faculty than of certificating program faculty makes systematic provision for obtaining reaction to the program from alumni. While about 84% of the EdS faculty solicit reations from alumni on a regular basis, only 62% of professors in certificating programs report such practices. Most students in both types of programs find positions within a one hundred mile radius of the institution.

Department Governance

About 85% of all faculty members participate "always" or "often" in personnel selection, student personnel and curriculum decisions. Personnel promotion decisions are made always or often by 71% of faculty in certificating programs and by 78% of EdS faculty. Most assistant, associate and full professors (88% or more) always or often participate in departmental decision making.

Fewer than 50% of instructors always or often participate in departmental decision making. Other department members appear to participate in department decision making more frequently in EdS programs than in certificating programs. For example, interested graduate students participate in decision making in 19% of EdS programs but only 13% of certificating programs; graduate student representatives share some decision making in 35% of EdS programs but only 26% of certificating programs; and adjunct professors participate in departmental decisions in 28% of EdS programs but only 9% of certificating programs.

Summary

There is much more similarity than dissimilarity between students and professors in perceptions of intermediate-level graduate programs, and much more similarity than difference between the two types of programs, certificating and education specialist (EdS). The "typical" intermediate-level graduate program in educational administration is oriented toward general K-12 building or central office administration. It emphasizes conceptual, human relations and technical skills in roughly equal proportions but stresses administrative theory quite heavily. It addresses the topics of leadership, decision making, curriculum development, law, finance, and human relations.

Generally, students are part-time commuters who work full-time as teachers. They are non-black males, and they enroll in their programs in increasing numbers, primarily because of convenient geographic location.

The "typical" intermediate program does not require a dual major or a full-time, on-campus residency. Classroom activity is primarily discussion held in settings of between 10 and 30 students. Some form of qualifying or final exam is required for admission.

Students in these programs must complete a minimum number of credits, typically about 51 hours beyond the master's degree, and must meet specific course requirements. They have a program advisor to guide them through their programs and monitor the completion of such program requirements as at least one research or statistics course, within-department course work, and final comprehensive examination. Generally, foreign language, computer and advanced statistics are not required. Similarly, original research is typically not required.

Upon completion of the program, generally at their own expense, students find placement within 100 miles of the graduate program institution. About 41% of the students are assisted in placement by the university faculty and/or placement service.

Facilities and services are generally good or excellent in these intermediate programs, and there is a high degree of faculty participation in departmental decision making. Almost all professors of all ranks participage in most types of decisions, but instructors, adjuncts and students participate with far less frequency.

APPENDIX TO CHAPTER FIVE

TABULATIONS OF PROFESSORS' AND STUDENTS' RESPONSES CERTIFICATION AND SPECIALIST DEGREE PROGRAMS

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
A1. Positions for Which Students are Prepared (percent of respondents)				
1. assistant principal, elementary	74		87	
2. assistant principal, secondary	74		87	
3. principal, elementary	89		93	
4. principal, secondary	89		96	
5. supervisor of instruction, building level	74		76	
6. superintendent of schools	89		78	
7. supervisor of instruction, district level	74		72	
8. assistant superintendent for				
a. business	57		48	
b. personnel	59		54	
c. instruction	61		57	
d. pupil personnel	46		43	
e. community relations	41		37	
f. adult education	33		28	
g. evaluation	24		28	
h. other (specify)	--		--	
9. administrator, higher education	30		28	
10. professor of				
a. educational administration	9		20	
b. higher education administration	7		7	
c. special education administration	4		11	
d. other (specify)	--		--	
11. research director (R&D center)	15		15	
12. state or regional level administrator	43		43	
13. other (specify)	--		--	
A2. Orientation of Program (percent of respondents)				
1. developing conceptual skills	0	7	9	6
2. developing human relations skills	0	2	4	4

continued

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
3. developing technical skills	4	1	4	1
4. about equal between 1 and 2	7	24	9	19
5. about equal between 1 and 3	11	9	13	10
6. about equal between 2 and 3	7	4	2	4
7. about equal among 1, 2, and 3	71	52	59	56
A3. Topic Emphasis Within Courses (percent of respondents)				
1. administrative theory	82	72	59	77
2. adult education	0	0	0	3
3. buildings/facilities	13	16	15	12
4. business/finance/budgeting	38	38	35	33
5. career education	0	1	0	2
6. community college administration	0	0	0	1
7. community education	2	5	4	3
8. comparative administration	2	3	4	3
9. computer uses	41	2	0	2
10. contracts and grants	0	0	0	1
11. curriculum development	42	48	57	46
12. decision making	47	52	52	51
13. economics of education	4	9	0	6
14. education law	36	47	35	49
15. elementary school administration	24	16	37	19
16. education technology	4	1	0	4
17. evaluation	18	24	22	31
18. foundations of education	18	15	11	14
19. higher education administration	2	2	4	3
20. human relations	33	37	26	37
21. management information systems	4	0	7	8
22. instructional supervision	47	31	50	28
23. investment management	0	1	0	0
24. leadership	58	53	59	39
25. organizational development	16	17	20	23
26. personnel management, staff	27	25	20	19
27. personnel management, student	0	3	7	3

continued

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
28. planning	13	20	28	21
29. policy making	9	5	7	12
30. politics of education	24	8	26	8
31. principalship, elementary	22	17	24	16
32. principalship, secondary	4	7	2	5
33. professional negotiations	4	16	4	14
34. public relations	7	12	13	17
35. research methodology	20	24	17	19
36. school-community relations				
37. school district administration (superintendency)	40	12	17	11
38. secondary school administration	24	25	28	19
39. special education administration	0	2	0	1
40. statistics	2	9	0	11
41. others (specify)	0	0	0	0
A4. Types of Positions for Which Students Prepare (mean percent of students)				
1. university professors	8.20		7.15	
2. R&D specialists	.24		1.07	
3. public school administrators	73.40		70.01	
4. community college administrator	6.28		7.18	
5. college/university	2.40		2.96	
6. federal/state/regional agency administration	3.18		3.20	
7. further study	6.23		7.79	
8. other (specify)	--		--	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Student
B1. Backgrounds of Students (mean percent of students)				
1. received undergraduate training at this institution	46.74		37.96	
2. live and/or work within a 25-mile radius of this institution	49.37		54.55	
3. currently work as classroom teachers	44.89		58.73	
4. currently work as school/college administrators	42.05		27.19	
5. come from fields other than education	7.11		6.51	
B2.1 Status of Students (mean percent of students)				
1. special students (non-degree)	13.92		26.36	
2. part-time students (less than 12 credits)	82.22		79.64	
3. employed full-time	82.78		82.93	
4. receive financial aid (i.e., fellowship)	7.84		12.44	
B2.2 Sex and Race of Students (mean percent of students)				
1. female	22.29		27.96	
2. minority	16.05		20.98	
B2.3 Distribution of Minority Students (mean percent of minorities)				
1. Black	68.62		70.53	
2. Native American	11.75		2.23	
3. Oriental	7.99		4.70	
4. Spanish-surnamed	11.64		22.54	
5. Other	--		--	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
B4. Primary Reason for Students' Selection of Institution (percent of respondents)				
1. attractive admissions criteria	4	3	4	4
2. available financial aid	0	8	0	7
3. convenient course schedule	0	8	9	9
4. reasonable tuition/fee schedule	7	2	7	5
5. reputation of faculty and/or program	37	39	39	33
6. convenient location (i.e., near home or work)	52	40	41	42
B5. Primary Source of Students' Initial Awareness of Program (percent of respondents)				
1. extension courses	7	2	4	3
2. field surveys/evaluations	0	0	0	0
3. newspaper advertisements	0	0	0	1
4. previous coursework	61	33	26	28
5. publicity literature	0	1	7	3
6. survey of options	0	2	0	4
7. recommendation by friends	24	14	33	15
8. study council activities	0	0	0	0
9. recruitment activities	2	2	0	2
10. recommendation by professional	4	20	11	11
11. self-initiated	2	27	15	31
12. other (specify)	--	--	--	--
B6.1 Number of Students Admitted to Program in Past Year (mean number of students)	41.17		78.69	
B6.2 Increase/Decrease of Enrollment in Program (percent of respondents)				
1. increased	64		58	
2. decreased	9		14	
3. remained constant	27		28	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
B6.3 Amount of Change in Enrollment (mean percent of change)	19.19		15.44	
B7.1 Program Eligibility Requirements (percent of respondents citing each)				
1. teaching certificate	67	59	54	57
2. teaching experience	65	51	46	51
3. administrative experience	26	21	11	13
4. minimum GPA	98	79	91	75
5. pass standard exam	80	71	67	65
6. pass other test	13	19	7	20
7. pass departmental exam	11	11	7	10
8. pass department interview	57	52	30	42
9. pass English writing exam	15	11	13	15
10. recommendations	83	75	70	72
11. autobiographical essay	24	21	20	28
12. no requirements	0	1	7	1
B7.2 Eligibility Criterion Given Greatest Consideration (percent of respondents)				
1. Teaching Certificate	0		7	
2. Teaching Experience	0		5	
3. Administrative Experience	11		2	
4. Minimum GPA	40		30	
5. Pass standard exam	11		17	
6. Pass other test	2		0	
7. Pass departmental exam	2		0	
8. Pass department interview	16		17	
9. Pass English writing exam	0		0	
10. Recommendations	9		17	
11. Autobiographical essay	11		0	
12. Other	0		0	
13. No requirements	0		0	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
B8. Proportion of Students Denied Admission to Program (mean percent of applicants)	13.33		14.82	
C. Program Content and Instructional Processes				
C1. Basis of Course Credit (percent of respondents)				
1. Semester hours	64		67	
2. Quarter hours	36		33	
3. Trimester hours	0		0	
4. Other	--		--	
C2. Number of Educational Administration Credits Potentially Available (mean number of credits)	56.72		63.09	
C3. Types of Learning Experiences (mean percent of students' time)				
1. Formal instruction and independent study	75.56	64.31	72.00	56.75
2. Field experiences	13.83	16.87	15.27	20.07
3. Research projects	11.44	18.32	11.59	22.08
C4. Locus of Courses (mean percent of students' time)				
1. In Educational Administration Department	59.54	69.58	70.72	68.86
2. In College of Education	22.28	20.48	19.80	19.60
3. Outside College of Education	16.63	9.05	12.26	11.11
C5. Proportion of Time in Each Type of Instructional Setting (mean percent of time)				
1. 30 students	18.71	16.55	22.30	20.22
2. 10-30 students	64.91	61.37	59.78	57.34
3. 2-10 students	16.74	16.97	16.43	16.38
4. 1-to-1 setting	9.29	5.02	8.00	4.75

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
C6. Learning Mode (percent of time devoted to each)				
1. Lecture	28.22	29.88	29.36	32.15
2. Discussion	60.33	56.29	61.39	49.98
3. Independent Study	14.38	13.91	12.43	15.56
C7. Instructional Methods Used (mean response: 1-often, 2-sometimes, 3-rarely, 4-never)				
1. group process techniques (e.g., sensitivity, t-groups)	2.24	2.40	2.20	2.42
2. self-instruction programmed modules	2.50	2.68	2.65	2.81
3. case studies	1.78	2.02	1.74	2.06
4. simulation/role playing	1.83	2.11	1.67	2.04
5. field trips (site visits)	1.92	2.58	1.82	2.58
6. computer use	2.57	3.36	2.87	3.25
7. Other (besides lecture/discussion (specify)	--	--	--	--
C8.1 Proportion of Students Who Take Courses Outside the Department of Educational Administration (mean percent of students)	1.00		1.00	
C8.2 Courses Taken Outside Educational Administration (mean percent of students taking one or more courses)				
1. Anthropology	9.41		9.25	
2. Business Administration	13.43		16.33	
3. Computer Science	8.65		14.59	
4. Economics	14.14		8.10	
5. Engineering	0.55		0.90	

continued

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
6. English/Humanities	10.20		6.71	
7. History	8.85		10.15	
8. Law	7.55		11.11	
9. Management Science	17.27		19.84	
10. Political Science	18.45		19.94	
11. Psychology	27.20		24.04	
12. Public Administration	11.85		15.25	
13. Social Psychology	18.10		11.21	
14. Foreign Language	2.25		4.85	
15. Research/Statistics	49.10		15.90	
16. Sociology	24.40		30.44	
17. Other (specify)	--		--	
D. Program Requirements				
D1. Credit Hours Required to Complete MA Program (mean number of credits)	55.76		47.68	
D2. Number of Credits Hours of Required Courses (mean number of hours)	21.22		27.47	
D3. Credit Hours Required in Each Area (mean number of credit hours)				
1. Educational research or statistics	3.44	3.86	3.60	4.79
2. Survey of Educational Administration	2.91	3.21	2.62	3.82
3. Organization Theory	2.22	2.57	2.58	2.75
4. History/philosophy of education	2.07	1.98	1.96	2.11
5. Curriculum	2.61	3.22	3.29	2.73
6. Educational psychology	1.72	1.69	2.04	1.88
7. Educational sociology	0.96	1.13	1.13	1.11
8. Supervision of instruction	1.78	2.88	2.62	2.91
9. Other (specify)	--	--	--	--

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
D4. Major/Minor Requirements (percent of respondents)				
1. Major in educational administration	79		73	
2. Major in educational administration, minor in education	8		0	
3. Major in educational administration, minor, non-education	7		13	
4. Major in educational administration, minor, education or non-education	6		7	
5. No major or minor requirement	0		7	
6. Other	--		--	
D5. Length of Residency Requirement (percent of respondents)				
1. 1/2 year or less	62		22	
2. 1 year	7		33	
3. 2 years	0		2	
4. 2 years +	0		0	
5. No residency requirement	31		43	
D6. Type of Required Field Experience (percent of respondents)				
1. Non-paid	58	46	45	44
2. Paid	2	10	8	11
3. Combination of (1) and (2)	22	23	28	22
4. Other	--	--	--	--
5. None required	18	21	19	23
D7. Major Exam Requirements (percent of respondents)				
1. Mid-program written/oral	22		26	
2. Final comprehensive	69		59	
3. Research proposal exam	13		2	
4. No exam requirement	13		26	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
D8. Culminating Project Requirement (percent of students)				
1. major paper (e.g., literature review, case study)	12		11	
2. thesis or dissertation	21		39	
3. field project and report	48		28	
4. choice of 2 (either)	9		3	
5. choice of both	0		3	
6. no culminating project	6		14	
7. other culminating project	--		--	
D9. Foreign Language Requirement (percent of respondents)				
1. One foreign language	0		2	
2. Two foreign languages	0		0	
3. One foreign language plus computer or statistics	0		2	
4. Computer and/or statistics	31		19	
5. Choice of 2, 3, or 4	3		6	
6. Other (specify)	--		--	
7. No language/research requirements	66		70	
D10. Regularity of Requirement Application (mean response 1-Always, 2-Often, 3-Seldom, 4-Rarely, 5-Never)				
1. minimum number of credits	1.02		1.24	
2. balance of coursework inside/ outside college of education	1.80		3.05	
3. specific course requirements	1.32		1.50	
4. number of credits of required courses	1.32		1.50	
5. major/minor requirements	3.57		3.84	
6. foreign language requirements	5.67		3.42	
7. residency requirements	2.75		3.64	
8. field experience requirements	1.97		1.91	
9. exam requirements	1.48		2.11	
10. culminating project requirements	2.09		2.54	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
E. Program Structure, Mechanics, General Characteristics				
E1. Maximum Number of Transferrable Credits (mean of number)	12.93		13.63	
E2.1 Existence of Program Advisors (percent of respondents)				
1. Yes	100	86	100	82
2. No	0	14	0	18
E2.2 Frequency of Meetings With Program Advisors (percent of respondents)				
1. Less than once per semester/quarter	14	24	20	21
2. Once-twice per semester/quarter	81	48	70	55
3. 3-4 times per semester/quarter	5	14	9	15
4. 4+ times per semester/quarter	0	14	2	10
E3. Characteristic Instructional Practices (mean response: 1-very much, 2-much, 3-some, 4-little, 5-never)				
1. currence of course content	1.37	1.56	1.48	1.76
2. relevance to student needs	1.78	1.95	1.65	1.99
3. useful repetition	2.81	2.57	2.67	2.58
4. interrelatedness of parts	2.20	2.17	2.79	2.23
5. mix of theory and practice	1.76	2.21	2.18	2.23
6. student/faculty communication	1.72	1.83	1.71	1.96
7. innovative practices	2.61	2.51	2.65	2.62
8. individualization of instruction	2.87	2.83	2.78	2.87
9. individualization of programming	2.43	2.54	1.95	2.40

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
F. Research Experiences				
F1. Required Research Courses (percent of respondents)				
1. Introduction to research in education	66	70	74	70
2. Advanced research design	22	24	20	25
3. Introductory statistics	41	48	54	51
4. Advanced statistics	5	14	22	21
5. Thesis proposal seminar	26	21	35	35
6. Other research courses (specify)	--	--	--	--
7. No research requirements	14	17	15	14
F2.1 Original Research Requirement (percent of respondents)				
1. Required	47	61	46	54
2. Optional	27	16	28	20
3. Not part of program	27	23	26	27
F2.2 Proportion of Students to Elect Optional Research (mean percent of respondents)	17.21		10.71	
F3. Types of Research Conducted (mean percent of students)				
1. conceptual/empirical study	21.83		36.10	
2. atheoretical study	11.36		7.27	
3. case study/analysis	18.0		10.89	
4. literature review	16.4		9.92	
5. position paper	6.18		2.82	
6. personal log	11.39		3.68	
7. theory development thesis	4.74		4.43	
8. project implementation/evaluation	22.41		17.59	
9. new analytic approach	8.75		6.14	
10. other	--		--	
11. no project required	13.33		16.67	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
F4.1 Existence of Research Project Advisor (percent of respondents)				
1. Yes	90	84	82	75
2. No	2	0	5	7
3. No research projects	7	16	13	18
F4.2 Selection of Research Advisor (percent of respondents				
1. Department-appointed	52	50	47	39
2. Student-selected	25	24	26	24
3. Self-appointed	0	1	0	5
4. Other	--	--	--	--
5. No research projects	10	20	16	23
F5.1 Existence of Research Committee (percent of respondents)				
1. Yes	59	55	52	51
2. No	32	21	32	23
3. No research projects	10	23	15	27
F5.2 Number of Faculty Members on Research Committee (mean number of members)	2.92	3.12	3.41	3.3[illegible]
F6.1 Existence of Oral Defense of Research (percent of respondents)				
1. Yes	67	53	61	53
2. No	22	25	25	22
3. No research projects	10	21	14	25
F6.2 Number of Faculty Members on Oral Review Commission (mean number of members)	3.04	2.31	4.79	2.22

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
F6.3 Number of Educational Administration Faculty Members on Oral Defense Commission (mean number)	2.31	1.80	2.59	1.45
F6.4 Required Number of "pass" Votes in Oral Defense (mean number)	2.30	1.48	2.95	1.27
G. Sources of Funding				
G1. Proportion of Students Receiving Funds from Each Source (mean percent of students)				
1. Student loans	8.46		8.35	
2. Teaching assistant	9.40		9.52	
3. Research assistant	6.55		7.96	
4. Consultant/project assistant	7.94		3.55	
5. Federal project assistant	6.81		0.30	
6. Other	--		--	
7. Not receiving financial aid	76.47		57.77	
H. Program Facilities and Services (mean response: 1-excellent, 2-good, 3-fair, 4-poor, 5-non-existant)				
1. audio-visual services	1.77	2.03	1.91	2.02
2. audio-visual supplies	2.17	2.15	2.25	2.17
3. classroom space	2.06	1.97	2.00	1.69
4. clerical/secretarial service	2.44	2.65	2.25	2.04
5. computer equipment	2.04	2.56	2.08	2.26
6. computer service	2.20	2.53	2.19	2.38
7. conference space	2.59	2.16	2.40	1.97
8. duplicating equipment	2.03	2.45	2.42	2.52
9. duplicating service	2.18	--	2.03	--
10. food/snack services	2.88	2.75	2.61	2.54
11. laboratory facilities	2.75	2.84	2.89	2.62

continued

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
12. laboratory services	2.91	2.04	2.33	1.71
13. library service	1.91	2.17	3.23	1.90
14. library stock	2.02	2.44	1.86	2.28
15. faculty housing	2.75	--	2.11	--
16. faculty work space	2.56	2.37	3.10	2.45
17. lounge space	3.04	2.53	2.08	2.36
18. mail service	2.20	3.02	2.90	2.95
19. parking facilities	2.49	2.99	2.26	2.54
20. phono service	2.26	2.59	2.87	2.45
21. recreational facilities	2.63	2.55	2.06	2.35
22. student housing	2.76	2.49	2.32	2.66
23. student work space	2.90	3.10	2.98	2.30
24. transporation facilities	2.81	2.78	2.71	2.68
I. Student Placement				
I1. Number of students Completing Program, Past year (mean number of students)	19.91		42.55	
I2. Proportion of Students Placed in Jobs by Department (mean percent of students)	41.03		40.42	
I3. Existence of Systematic Career Monitoring by Department (percent of respondents)				
1. Yes	52		64	
I4. Systematic Solicitation of Alumni Reactions to Program (percent of respondents)				
1. Yes	62		84	
I5. Proportion of Students Finding Positions Within Given Distance (mean percent of students)				
1. 100-mile radius	66.93		74.51	
2. 25-mile radius	29.55		47.81	

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
J. Department Governance				
J1. Faculty Participation in Decision Making (mean response: 1-always, 2-often, 3-sometimes, 4-rarely, 5-never)				
1. Personnel Selection	1.43		1.51	
2. Personnel Promotion	2.01		1.30	
3. Student Personnel	1,55		1.68	
4. Curriculum	1.37		1.37	
J2. Involvement in Departmental Decision Making (mean response: 1-always, 2-often, 3-sometimes; 4-rarely, 5-never)				
1. interested graduate students	3.85		2.49	
2. graduate student representatives	3.34		3.12	
3. adjunct professors	3.14		3.24	
4. instructors (lecturers)	3.15		2.85	
5. assistant professors	1.32		1.47	
6. associate professors	1.22		1.30	
7. full professors	1.16		1.26	
8. others (specify)	--		--	
K. Program Changes				
K1. Dimensions of Recent Program Changes (percent of respondents)				
1. program purposes or objectives				
2. recruitment/selection/admissions				
3. program content or instrucational processes				
4. completion requirements				
5. program structure/mechanics				
6. research experiences				

continued

	Program			
	Certification		Education Specialist	
	Professors	Students	Professors	Students
7. sources or level of funding				
8. facilities or services				
9. student placement				
10. department governance				
11. other (specify)				
12. no recent changes				

K2. Dimensions of Projected Program Changes (percent of respondents)

1. program processes or objectives				
2. recruitment/selection admission				
3. program content or instructional processes				
4. completion requirements				
5. program structure/mechanics				
6. research experiences				
7. sources or level of funding				
8. facilities or services				
9. student placement				
10. department governance				
11. other (specify)				
12. no changes projected				

CHAPTER SIX

DOCTORAL PROGRAMS IN EDUCATIONAL ADMINISTRATION

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In 1975, as part of UCEA's Career Development Seminar entitled "Educational Administration Twenty Years Later: 1954-1974," Robin H. Farquhar described and interpreted what he considered to be a twenty-year evolution of preparatory programs, particularly doctoral programs, in educational administration. In his paper, Farquhar identified three major phenomena that significantly shaped the purposes, content, and structure of programs by the mid-1970's.

> One, a legacy from the 1960's, was the phenomenon of growth—both in the level of sophistication of preparatory programs and in the variety of content and activities comprising them. A second was the phenomenon of relevance—concern with the application and utilization, rather than merely the production and dissemination, of knowledge, concern with assessment and accountability, and concern with performance and competence. The third basic phenomenon was that of democratization, reflected in efforts to open up access to preparation programs, to involve students in departmental decision-making, and to increase flexibility and individualization in program determination.

Farquhar's description of programs as he saw them in 1975 amply illustrates the effects of these three phenomena—growth, relevance, and democratization.

Also in 1975, in a completely separate endeavor, UCLA sponsored the comprehensive survey reported here of preparatory programs in educational administration throughout the United States. Although the survey attends to programs at masters, sixth-year, and doctoral levels, our focus in this chapter will be solely on doctoral programs.

Respondents were 334 persons currently involved in those programs; 29 faculty members and 136 students affiliated with 29 PhD programs, and 31 faculty members and 138 students affiliated with 31 EdD programs. (A tabular summary of these faculty and student responses is included as the appendix to this chapter.) Perhaps somewhat surprising was the finding that the difference between PhD and EdD program responses were, with but few exceptions, negligible. Therefore, rather than focus on these few relatively minor differences and risk losing sight of the proverbial forest for its trees, it seems more valuable to examine the data for what they have to say about doctoral programs in general, to identify the characteristics of those programs in 1975, and thereby either to substantiate or to suggest qualifications of the perspective presented in Farquhar's benchmark paper.

Let us then examine six dimensions of doctoral programs in educational administration in 1975 as reported by 334 professors and students affiliated with 60 ongoing programs: (1) program orientation and purposes; (2) student recruitment, selection, and admission; (3) program requirements; (4) students' program experiences in coursework, field experiences, and research activities; (5) program governance; and (6) program evaluation and change.

Program Orientation and Purposes

Three indicators of the orientation and purposes of any preparatory program are (1) the kinds of positions for which its graduates are prepared, (2) its balance of attention to different skill areas, and (3) the topics emphasized in its coursework. Farquhar wrote that, by 1974

> program designers became increasingly concerned with establishing relationships between the preparation they offered and the required competencies and performance criteria of the roles for which their students were being trained. . .basically, the emphasis shifted from discipline-oriented program design to career-oriented design—thus, we find components introduced to facilitate specialization by role (e.g., for prospective administrators of special education, career education, higher education), specialization by function (e.g., for educational

> planners, operations researchers, change managers), and specialization by context (e.g., for inner city educational administration, administration of Indian schools, educational administration for international development). (p. 341)

Farquhar further asserted that, by 1974, "the underlying purposes" of preparatory programs in educational administration had shifted "to a focus on providing students with opportunities to learn and demonstrate the competency necessary to deal with major problems that will confront them as educational leaders," (p. 345), and that, as a consequence, "program content continued to expand, with forays into futurism, values clarification, organizational development, and sophisticated quantitative analysis, to name but a few" (p. 341).

Farquhar's description does not appear to match particularly well with the perceptions of the respondents in this survey. For instance, when asked to identify the type of position for which they thought their students were preparing, three-quarters of the faculty respondents indicated that from half to virtually all of their students were preparing to be public school administrators; all but two of the respondents indicated that less than 40% of their students were preparing to be university professors; and 90% or more of the respondents indicated that no more than a fifth (and often none) of their students were preparing to be research and development specialists, administrators in community colleges, administrators in other institutions of higher education, or administrators in regional, state, and federal agencies. At least in the minds of faculty, therefore, it would appear that the careers of a substantial proportion of their doctoral students are oriented primarily toward public school administration.

Moreover, when faculty were asked to identify the specific administrative positions for which their doctoral programs prepare students, the positions most often cited, with one exception, were traditional, line administrative positions in public K-12 education: superintendent (cited by 98% of the respondents); elementary or secondary building principal (83%); assistant superintendent for business (80%), for personnel (78%), or for instruction (75%); state or regional level administrator (73%); and assistant principal (63%). The one exception to this focus on line administrative positions in K-12 public education is the professorship, particularly the professorship in educational administration, for that position was cited by 85% of the respondents. Somewhat surprising, in light of Farquhar's description of increasing specialization in programs, is the fact that several of the more

specialized administrative positions that have evolved in recent years were cited by only a third of the respondents as positions for which their programs prepare students, e.g., assistant superintendent for evaluation (38%), assistant superintendent for adult education (32%), and research director (32%).

In addition to asking faculty to identify the positions which students seek and the positions which are focal to their doctoral programs, both faculty and students were asked to identify the balance of attention to different skill areas within their programs and the kinds of topics emphasized in their coursework. In terms of program emphasis, slightly more than three-fifths of the professors indicated that their programs are oriented about equally toward conceptual, technical, and human relations skills. Ten percent divided programs' orientation between conceptual and technical skills, 10% reported the orientation was divided between conceptual and human relations skills, and the remaining 10% indicated that their programs are oriented primarily toward conceptual skills. Although there are different emphases among the programs surveyed, all appear to attend to developing conceptual skills, and virtually none is oriented toward developing only human relations skills or only technical skills. It is also interesting to note that, although there were no significant differences in the responses representing PhD and EdD programs, there was a rather substantial difference in the perceptions of faculty and students. By a margin of 62% to 40%, faculty indicated a greater balance in their programs among the three skills areas than did students; students perceived these same programs to be oriented somewhat more toward developing technical and human relations skills.

Finally, in terms of specific topics emphasized in coursework, the responses of both faculty and students reinforced this dominance of attention to developing conceptual skills. By far the most often-cited topic was administrative theory, for it was cited as a high priority topic by 81% of the respondents. The next most frequently cited topics included decision-making (47%). education law (47%), leadership (44%), and finance (42%). Cited by approximately one-quarter of the respondents were such topics as research and statistics, organizational development, human relations, staff personnel, planning, and politics. And cited by less than a tenth of the respondents were such topics as adult education, career education, use of computers, community education, special education administration, educational technology, public relations, student personnel management, and comparative education. Again, specialization does not appear to fare well.

In summary, the kind of broadening of purpose and focus in preparatory programs in educational administration described by Farquhar does not seem to characterize the programs represented in this survey, for the orientation of the programs in this study was toward traditional, line administrative positions in public K-12 education and toward developing general rather than highly specialized knowledge and skills relevant to educational administration.

Student Recruitment, Selection, and Admission

In describing an illustrative doctoral program in educational administration at "University X" in 1974, Farquhar wrote:

> Open admissions policies, affirmative action programs, and the increasing emphasis in selection on affective and performance criteria (rather than previous academic achievement) resulted in much more reform-mindedness and better racial and sexual balance among students of educational administration than was characteristics of their predecessors a decade earlier (p. 343).

He went on to note that fully a third of the students were black, nearly a quarter were women, and "there were even a few among [the students] who had never been professional educators." In tracing trends across multiple programs, Farquhar noted that the pools from which students are recruited

> have been expanded (to promote greater representation from racial minorities and women, in particular), the criteria by which they are selected have been broadened (to incorporate affective and performance factors rather than only cognitive measures), and their motivations to enroll have shifted (in that, added to the early aspiration "to get ahead in the system" was the desire to qualify for the professoriate and, more recently, the hope of learning how to change the system (p. 345-6).

The data generated by this survey provide a fuller description of the "typical" doctoral student in 1975 and of his or her recruitment, slection, and admission to a doctoral program in educational administration; but the resulting picture is not emtirely congruent with that presented by Farquhar. For example, the faculty respondents indicated taht approximately 13% enter their programs from fields other than education, that less than a fifth are members of minority groups, and that most of these minority students are black.

In addition to these demographic characteristics, the survey reveals that from 60% to 70% of the doctoral students enrolled in the program surveyed were employed in some other organization, approximately 30% as teachers and 40% as school administrators. As a consequence, the vast majority of programs are dominated by part-time students: Only four programs have no part-time students at all, whereas 23 programs enroll 60% or more of their students on a part-time basis. Because the proportion of full-time students is relatively low, so too is the proportion of students who receive financial aid. Of the 30% who do receive some form of aid, a small number of students receive fellowships or scholarships, but most are either given low-interest loans or employed in various kinds of teaching and/or research assistantships funded by special consulting contracts, projects, and/or federal programs.

When asked to rank-order their three major reasons for selecting the doctoral programs in which they were currently enrolled, students identified the reputation of faculty and/or programs and the convenience of location to home and/or place of work as their overriding considerations. Slightly more than half of the students identified faculty/program reputation as their highest priority consideration, and 88% included it among their top three considerations. Although only a quarter of the students identified convenience of location as their highest priority consideration, 65% included it among their top three considerations. Of much less importance in their decisions to enroll in particular doctoral programs were the availability of financial aid (included by only 46% of the students among their top three considerations), convenience of course schedules (41%), reasonableness of tuition and fee schedules (33%), and attractiveness of admissions criteria (27%).

As suggested by the importance students attribute to convenience of location when selecting a particular doctoral program, the vast majority of doctoral programs in educational administration are geographically parochial. They draw most of their students from their surrounding geographic regions, they orient toward the dynamics and events of those

regions and perhaps to the state in which they are located, and most of their graduates return to (or simply continue in) positions in those same regions. For example, faculty responding to this survey estimated that approximately 30% of their students received undergraduate training at the same institution in which they engage in doctoral work; that approximately 41% of their students lived or worked within a 25-mile radius of the institution at the time they are admitted to a doctoral program; and that, upon completion of their doctoral work, at least 40% of their graduates assume positions within 100 miles of the institution. When asked to rank the three primary means by which they had initially become aware of the doctoral program in which they were then enrolled, students tended to cluster their responses around five particular means: (1) their own self-initated inquiry (which was included by 70% of the students as one of their three primary means of learning about the program); (2) the recommendations of professional educators (included by 63% of the students); (3) the recommendations of friends (included by 56% of the students); (4) their experiences in previous coursework (included by 40% of the students); and (5) their personally conducted survey of program options (included by 32% of the students). Somewhat surprisingly, none of the following seems to have much impact on students when compared with the five means already identified, for none of these additional means was cited by more than a tenth of the students: recruitment activities of the program; prior experiences in extension courses; involvement in field surveys and evaluations; newspapers advertisements and other forms of program publicity; and study council activities. In general, faculty who responded to the same question did not give students sufficient credit for learning about the program on their own; rather, faculty tended to assumed that students were much more influenced by their friends and associates and by their prior experiences in courses than students reported themselves to be, and professors assumed greater importance of recruitment efforts by the program itself than was apparently deserved. For students, what they personally can find out about a program, either on their own or from friends or professional acquaintances, apparently influences their decision to enroll at the institution more than information prepared by the program itself and more than prior experience in program-related activities.

Finally, despite Farquhar's observation that there appears to be an increasing emphasis in admission policies "on affective and performance criteria (rather than previous academic achievement)," respondents to this survey indicated that three traditional criteria—a particular grade point average, a particular score on a standardized test (e.g., the Graduate Record Examination), and a set of acceptable recommendations—continue to be the critical criteria for admission as described by 85% or more of the respondents. In addition, 62% of the respondents indicated that students were required to pass a departmental interview

prior to admission. Other requirements for admission, cited by a third or less of the respondents, include possession of a teaching certificate, evidence of some teaching experience and/or some administrative or supervisory experience, successful performance on both an aptitude test and a writing test, and submission of an autobiographical essay. While it may be that these latter requirements indicate efforts to broaden the criteria for admission to doctoral programs, the continued dominance of GPA's, GRE's, and personal recommendations to admission in the doctoral programs surveyed weakens considerably, of not belies, those efforts.

In concluding this discussion of student recruitment, selection, and admission to the doctoral programs surveyed, it is interesting to note that the 60 programs averaged 29 new admissions in 1974, that their average rejection rate was slightly more than 25%, and that total program enrollment decreased for seven programs, remained stable for 24 programs, and increased for 27 programs.

Program Requirements

With respect to program requirements, Farquhar noted that by 1974 doctoral programs in educational administration were increasingly characterized by "flexibility and individualization." Although his protrayal of the "typical" student in "University X" in 1974 included many of the traditional requirements in doctoral programs (e.g., a core of basic courses, a diagnostic examination, a specific number of hours of coursework in educational administration, a written and oral comprehensive examination, an internship, and a doctoral dissertation, Farquhar also asserted that, by 1974,

> students in many institutions became free to "build" or "negotiate" almost their entire programs by selecting components from a wide variety of alternatives—including pre-packaged multimedia modules, courses offered by other departments on campus, unstructured "independent study" options, or mini-activities developed especially to serve individuals or small groups of students—all in an effort to maximize the appropriateness of the preparation experience to the unique needs and aspirations of particular students (p. 341-2).

As will become evident in this section, the requirements placed upon students in the 60 doctoral programs surveyed are considerable; in fact, few if any of the programs appear to have achieved the kind of "flexibility and individualization" described by Farquhar.

For example, 80% of the programs require a clearly defined major field of study in educational administration; in addition, more than 75% require a minor field of study in some content area inside or outside the college of education. All of the programs require a specified number of credit hours beyond the baccalaureate degree, although the number of required hours ranges from a low of 60 through an average of 82 to a high of more than 105 hours. Moreoever, of this total number of hours required for completion of the degree, only 15% of the programs require fewer than 15 hours of specific courses or kinds of courses. The tendency within programs appears to be to require more rather than fewer hours, ranging from an average of 33 hours to a high of more than 50 hours of required courses.

Across the 60 programs, the greatest number of hours of required coursework is in the related areas of research and statistics. Virtually all of the programs require some coursework in the two areas: About 85% require completion of introductory research and statistics courses; about 50% require completion of an advanced course; and the average requirement across all 60 programs is for eight hours of coursework in research and statistics. This relatively heavy course requirement is, of course, related to the requirement in virtually all doctoral programs of culminating doctoral dissertations. To assist them in this final research activity, students are required to participate in a dissertation proposal seminar in 55% or more of the programs and to perform successfully in a research proposal examination in 70% of the programs.

In addition to their required courses and activities relevant to research and statistics, students in the 60 programs are typically required to complete coursework in a survey of educational administration (an average of 4.4 credit hours), curriculum (3.3 credit hours), organizational theory (3.2 credit hours), history and philosophy of education (2.7 credit hours), and educational sociology (1.4 credit hours). It should be noted that these are average credit hour requirements across all programs surveyed and that, with the exception of the required courses in research and statistics, several respondents did not specify any course requirements in one or more of the content areas. That is, 29% indicated no survey course requirements in educational administration,

and from 30% to 50% indicated no specific course requirements in organization theory, curriculum, supervision, and educational psychology.

In addition to the course requirements that do exist, 65% of the programs require their students to participate in some form of paid or non-paid field experience; 97% have some kind of residency requirement, ranging from half a year (3%) to one year (89%) or two years (5%); 79% have some kind of language/research requirement, although in nearly all programs students are given options that include demonstrating competence in a foreign language, in computer languages, or in advanced statistical techniques; half of the programs, particularly those granting an EdD, require students to write a final comprehensive examination; and, as indicated above, virtually all doctoral programs require students to complete a doctoral dissertation.

In effect then, the program requirements for students in the 60 doctoral programs are considerable, and the requirements certainly do not appear to vary as much across programs as might be expected in light of Farquhar's observations. One important qualification needs to be made, however, for, when asked to indicate how "regularly" or rigorously these various requirements for completion of a doctoral program are actually "applied" in their programs, faculty members were less than consistent in their responses. For example, 90% of the professors indicated that the requirements related to minimum number of total credit hours, residence, comprehensives, and dissertation are "always" applied; at the same time, however, only half the faculty indicated that course requirements are "always" applied, and only a quarter indicated that language/research and field experience requirements are "always" applied. It would appear that the requirements typically monitored by a college or graduate school are generally enforced, whereas the requirements more likely to be under the direct control of program staff vary considerably in how rigorously they are applied.

Students' Actual Program Experiences

As a followup to his description of greater "flexibility and individualization" in program content and structure in 1974, Farquhar wrote:

> In support of these developments in program content and structure, it was necessary to devise new methods and materials to facilitate student learning. The technologies of audio cassettes, video tapes, and computer systems were harnessed to permit the generation of much more sophisticated approaches to instruction through laboratory training, simulation, gaming, and other role-playing devices. And field-related experiences become more common and more carefully designed, monitored, and evaluated than they were a decade earlier. The educational administration clinic, the field laboratory, and the rotating internship were developments through which practical experiences could be consciously articulated with program components and rendered productive in terms of problem resolution in the host systems. (p. 342)

And later, in his summary of trends between 1954 and 1974 in educational administration preparatory programs, Farquhar added:

> Changes in instructional approaches have been characterized by significant sophistication and diversification over the past quarter-century. The erstwhile "lecture and textbook" format has been largely replaced by seminars, workshops, and independent study; these have been facilitated by the use of new reality-oriented instructional methods (e.g., simulations, case analysis, gaming, laboratory training) and materials (e.g., tapes, films, in-baskets, computer programs); and they have been supplement by a growing variety of relatively sophisticated experiences based in the field.

The average student in the 60 doctoral programs surveyed in this study spends 57% of his or her time in formal instruction (e.g., courses and independent study projects), 15% in field experiences (e.g., observations, practica, internships), and 29% in research activities (e.g., field studies, research projects, and dissertation research). Let's look now in more detail at the experiences of students in these three kinds of learning situations.

Coursework Experiences

Program requirements aside, of the 57% of their time that students spend in formal instruction, they spend an average of 60% of that time in educational administration courses, 25% in courses in other departments in the college of education, and only 15% in courses outside the college. To a great extent, despite the influence of the social sciences on the field of educational administration during the past decade and despite the presumed flexibility and breadth of doctoral programs in the 1970's, the actual coursework taken by students in the surveyed programs tends to be concentrated either in educational administration per se or in foundation courses that are taught in the college of education and are directly relevant to doctoral comprehensives. To illustrate, in selecting the 15% of their coursework taken outside the college of education, virtually all students, as noted above, take courses in research and statistics, some students take at least one course in the departments of business administration, sociology, computer science, management science, political science, psychology, public administration, or social psychology; and few students incorporate in their programs one or more courses in the departments of anthropology, economics, history, or law. While they might be expected to differ on this issue, responses from PhD program faculty and students were essentially the same as those from EdD program faculty and students. In sum, without much question, the doctoral degrees offered by educational administration programs appear to be essentially professional school degrees.

Given the high percentages of time spent in educational administration courses—60% of all coursework in the programs surveyed—let's look at these courses in more detail. Farquhar suggested that instructional methods have become more diversified; that, however, does not appear to be the case in the 60 programs surveyed. For example, students in these programs spend 16% of their time in instructional settings that accommodate more than 30 students, 55% of their time in traditional classroom settings of from 10 to 30 students, only 21% of their time in seminar groups of from 2 to 10 students, and less than 8% of their time in one-to-one instructional settings. Looking beyond the averages, three-quarters of the students spend up to 20% of their time in instructional settings of more than 30 students; half spend no more than 10% of their time in instructional settings of from 2 to 10 students; and 41% never meet in one-to-one instructional settings. Both students and faculty were asked to estimate the amount of time students spent in lectures, classroom discussions, and independent study projects and moduels. On the average, students in the programs surveyed spend 32% of their time attending lectures, 53% in classroom discussions, and only

15% in independent study activities. Again looking beyond averages, 30% of the students spend more than half their time attending lectures, and 71% spend no more than a tenth of their time in independent study projects and modules.

Finally, to determine the variety of instructional techniques employed in programs, respondents were asked to estimate how often students experience various specific instructional techniques in their educational administration courses. Of the six techniques listed in the questionnaire, case studies, simulations, and role-play exercises were the most often cited: Three-quarters of the respondents indicated that students "often" or "sometimes" experience these three techniques; at the other extreme, however, 15% indicated that these three techniques are never experienced. The next most frequently cited instructional technique is conducting field trips or site visits: Sixty percent of the respondents indicated that students "often" or "sometimes" make forays into the field; at the same time, however, 30% indicated that students "rarely" make such trips. Forty-two percent of the respondents reported that the computer is "sometimes" used in educational administration courses, but 48% indicated that it is "rarely" or "never" used. Finally, consistent with the data reported above regarding class size and primary instructional mode, nearly three-quarters of the respondents indicated that group process techniques and self-instructional programmed modules are "rarely," if ever, used in educational administration courses. In effect, then, despite the abundance of new instructional modes, techniques, and materials relevant to university classrooms, educational administration courses, at least in the 60 programs surveyed, continue to be characterized by lectures and/or large group discussions in traditional classroom settings of between 10 and 30 students. Alternative approaches to instruction that employ one-to-one settings, programmed modules, and/or independent study are still very much the exception rather than the rule.

Field Experiences

As indicated above, 65% of the doctoral programs surveyed require their students to participate in some kind of paid or non-paid field experience. As also indicated above, however, this field experience requirement is not always rigorously applied: Although 25% of the respondents indicated it is "always" applied, 32% indicated that it is applied "often" or "sometimes," and another 20% indicated that it is "rarely" or "never" applied. Thus, it is not at all surprising that students in the 60

programs average only 15% of their time in observations, practica, and internships, that only 5% of the students spend more than 30% of their time in field experiences, and that the vast majority rarely spend more than 10% of their doctoral programs in the field.

Research Experiences

As indicated above, the programs surveyed place several research-related requirements on their doctoral students. The average student is required to complete about eight credit hours of coursework in research and statistics, to demonstrate specific research competencies by writing a doctoral comprehensive examination, perhaps to enroll in a dissertation proposal seminar, and then eventually to plan and conduct a piece of original scholarly research, the culminating program requirement in virtually all programs surveyed. The average student spends over one-quarter of his or her time in these various research activities. Because a good deal of that time is spent planning and conducting dissertation research, let us examine briefly the nature of these research projects and the mechanisms for their completion.

Ninety-four percent of the respondents indicated that students in their programs are required to conduct a piece of "original research" for their doctoral dissertations. For most respondents this translates to either a conceptual/empirical study or a case study with analysis: More than half of the faculty respondents indicated that at least 50% of the dissertations completed in their doctoral programs are conceptual/empirical studies, and a third indicated that at least 25% are forms of case study and analyses. By contrast, half or more of the programs indicated that they rarely, if ever, receive dissertations that are atheoretical surveys, extensive literature reviews, personal position papers, personal logs and analyses, efforts to develop theoretical models, reports of projects implemented and evaluated, or efforts to design new instruments and/or develop new analytic approaches. And in the programs where these alternative forms of research are employed in dissertation research, they never comprise more than a quarter of the dissertation completed and usually much less. Somewhat surprising is the finding that responses differ very little between PhD and EdD programs. In effect, the classic distinctions drawn between PhD and EdD dissertation research do not seem to apply at all in these 60 programs. Moreover, at least in these programs, traditional psychological and sociological models for conducting empirical research appear

to be the dominant models for disseration research, despite both the development and increasing acceptability of alternative research methodologies and the identification of important research questions relevant to the organization and administration of schools that are not easily—or perhaps even effectively—addressed with more traditional research designs and statistical methods.

With respect to the mechanics of conducting dissertation research, students in a majority of the 60 programs enroll upon completion of their doctoral comprehensives in a dissertation proposal seminar. In virtually all of the programs, they work with a formal dissertation advisor or director who is appointed by the department chairperson in 30% of the programs, selected by the student in 60%, and identified in some other manner in the remaining programs. In virtually all of the programs students also work with a dissertation advisement committee that usually numbers from three to five members; and they eventually present an oral defense of their dissertations before a faculty committee that usually numbers five members and includes three or four faculty from the program in educational administration.

Program Governance

In his review, Farquhar suggested that preparation programs in the 1970's have been significantly shaped by a phenomenon which he describes as "democratization." He stated that this is reflected in a number of new program characteristics, including increased efforts to involve those effected by program decisions in the decision-making process. Thus, we would expect to find that program governance in the surveyed doctoral programs is substantially shared among junior level professional staff as well as among graduate students. In fact, however, the expected expansion of a governance base has not occurred, certainly not as much as might be anticipated.

More specifically, approximately three-quarters of the faculty respondents indicated that the faculty members in their doctoral programs are "always" involved in making decisions relevant to personnel selection and promotion, student personnel, and curriculum; and the remaining quarter indicated that faculty are "often" involved in making those same decisions.

However, when we examine who actually votes on particular departmental issues, we find, not the kind of "democratization" expected, but rather a skewing of decision-making authority toward the more senior staff members and away from junior and adjunct faculty as well as away from students. For instance, whereas assistant, associate, and full professors nearly always have a formal vote in their departmental decision-making processes, instructors are granted a vote in only a third of the programs, graduate student representatives in only 20% of the programs, and adjunct professors and interested students in less than 10% of the programs. Moreover, whereas no assistant, associate, or full professor in the 60 programs in ever denied a vote, instructors and graduate student representatives rarely if ever vote in 41% of the programs surveyed.

In sum, if "democratization" is indeed characteristic of doctoral programs in educational administration, it apparently is not yet operational—at least in the 60 programs surveyed—in terms of who votes and on what issues.

Program Effectiveness and Change

One measure of the effectiveness of any preparation program is the ability of its graduates to find employment relevant to their training. Among the 60 programs surveyed, the placement rate is certainly not exceptional, although it is slightly higher for graduates of PhD programs than for graduates of EdD programs. For instance, although 30% of the faculty respondents indicated that they had been able to place all of their graduates during the prior academic year, 25% indicated they had been able to place only a quarter of their graduates, and 10% indicated they had been unable to place any of them. Across all the programs surveyed the average placement rate was only 65%. Given the approximately 720 graduates that these 60 programs reported to have graduated during the prior year, a placement rate of only 65% translates to 240 doctoral program graduates who were unable to find employment in positions for which they had prepared or who retained the positions they held while in the program or who found employment without assistance of the department.

A related dimension of the placement issue is the geographic location of those placements. In general, just as doctoral programs tend to draw a substantial proportion of their students from their immediate geographic regions—e.g., 41% of the students live or work within 25 miles of their respective institutions—so too the doctoral programs tend to place a substantial proportion of their graduates in jobs that are located within the immediate area. Of those students who were graduated and found jobs during the prior year, two-fifths accepted jobs within 100 miles of their respective institutions and over 25% accepted jobs within 25 miles.

A second measure of program effectiveness is the extent to which staff within the program conduct follow-up studies of their graduates, both to monitor career development and to obtain evaluative data for revising program offerings, structure, and content. About 70% of the programs surveyed conduct regular follow-up studies of their graduates or solicit evaluative comments for purposes of program development. In light of the press for democratization and accountability, it is somewhat surprising that efforts to follow up on graduates and solicit evaluative feedback are virtually nonexistent in 15 of the 60 programs.

A third measure of program effectiveness is the perception that current faculty and students have about the program. In this particular study, respondents provided several different kinds of information of this sort. For example, a substantial majority of the respondents (ranging from 60 to 90% of both students and faculty) indicated that their doctoral programs are either "much" or "very much" characterized by currency of course content (87%), relevance to student needs (77%), inter-relatedness of parts (63%), a mix of theory and practice (60%), student/faculty communication (79%), and individualization of programming (63%). The two aspects of programs that appear not to be prevalent, according to both faculty and students, are innovative practices and individualized instruction. In light of data presented above regarding program content, structure, and activities, it is not surprising that two-thirds of the respondents cited these two items as being least characteristic of their programs.

In a related area, respondents were asked to rate the quality of support services and facilities for their programs. Each of the following was voted as either "good" or "excellent" by at least 60% of the faculty and student respondents, and none was rated "poor" by more than 10%: computer equipment and services; library and audio-visual services and materials; and classroom, conference room, and faculty office space.

Somewhat further down the list and rated as "good" or "excellent" by less than half of the respondents were telephone facilities, clerical and secretarial services, laboratory facilities and services, food services and lounging areas, and parking facilities. In general, the program support services that relate most closely to program content (computers, library resources, and audio-visual services) received higher ratings than did the aspects of programs that are not directly related to program content (parking, meals, and clerical services).

A fourth and final measure of program effectiveness is the degree to which changes have been implemented in the past and/or are seriously contemplated for the future. For each of ten dimensions of the doctoral program, faculty respondents were asked to indicate, first, whether changes had been implemented during the past two years and, second, whether any changes were anticipated during the next two years. The most frequently cited changes that had already occurred in programs related to program content and instructional processes (cited by 77% of the respondents), program purposes and objectives (55%), recruitment, selection, and admission of students (53%), program structure and mechanics (45%), and sources or level of program funding (42%). The least cited changes that had occurred during the prior two years involved research experiences (33%), department governance (30%), completion requirements (27%), student placement (23%), and program facilities and services (20%).

As for the future, the respondents indicated clearly on every one of the ten dimensions that substantially less change was expected during the next two years than had already occurred during the prior two years. In fact, only 40% of the professors predicted changes in program content and instructional processes; less than 25% anticipated changes in program purposes, admission policies and procedures, program structure, and research experiences; and less than 10% predicted changes in department governance, student placement, program facilities, funding sources, or program completion requirements. Finally, despite increasing demands for change throughout higher education during the 1970's, 10% of the respondents indicated that no changes had occurred on any of the 10 dimensions of program during the prior two years, and 23% indicated that there were no plans for change during the next two years.

Some Concluding Thoughts

In many respects, Farquhar's description of doctoral programs in educational administration in the mid-1970's is not congruent with the picture painted by this survey of 60 doctoral programs in 1975. Several possible explanations for this lack of congruence can be offered. First, despite a relatively high degree of internal consistency among the responses of those who participated in the survey, both in terms of student and faculty responses and in terms of PhD and EdD programs, the possibility remains that neither the individuals who responded nor the programs they described are representative of the one hundred forty doctoral programs in educational administration that currently exist or of the several thousand students and faculty members affiliated with those programs. There well may be many programs like those described by Farquhar; few, however, surfaced in this survey.

Secondly, since the survey is based exclusively on data obtained by means of a mailed questionnaire, it is subject to many of the limitations of survey research in general and of questionnaire research in particular; namely, the possibility that some items may be invalid or unclear, the limited control over who actually completed the questionnaire, the dominant focus on personal perceptions and opinions with no means of verifying either, and the potential for error in scaling items, marking and coding responses, and analyzing results. Finally, as in any comprehensive survey of this kind, there is the risk of combining data inappropriately, drawing unsubstantiated inferences, or failing to distinguish the significant from the insignificant.

The availability of Robin Farquhar's description of preparation programs in our field enhanced the present survey considerably. For as a kind of matching set, Farquhar's remarkable scenario of the twenty-year evolution of preparation programs in educational administration is nicely complemented by this more empirical survey of existing programs. Each in its own way suggests both "what is" and "what might be" as faculty and students strive together to maximize the benefits of a doctoral program in educational administration.

References

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APPENDIX TO CHAPTER SIX

TABULATIONS OF PROFESSORS' AND STUDENTS' RESPONSES
DOCTORAL DEGREE PROGRAMS

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
A1. Positions for Which Students are Prepared (percent of respondents)						
1. assistant principal, elementary	63		55		71	
2. assistant principal, secondary	63		55		71	
3. principal, elementary	83		76		90	
4. principal, secondary	83		76		90	
5. supervisor of instruction, building level	50		45		55	
6. superintendent of schools	98		97		100	
7. supervisor of instruction, district level	75		72		77	
8. assistant superintendent for						
a. business	80		86		74	
b. personnel	78		79		77	
c. instruction	75		76		74	
d. pupil personnel	50		52		48	
e. community relations	53		59		48	
f. adult education	32		34		29	
g. evaluation	38		41		35	
h. other (specify)	8		7		10	
9. administrator, higher education	60		62		58	
10. professor of						
a. educational administration	85		93		77	
b. higher education administration	45		62		29	
c. special education administration	23		28		19	
d. other (specify)	3		7		0	
11. research director (R&D center)	32		41		23	
12. state or regional level administrator	73		79		68	
13. other (specify)	10		10		10	
A2. Orientation of Program (percent of respondents)						
1. developing conceptual skills	10	14	14	20	6	9
2. developing human relations skills	--	2	--	--	--	4
3. developing technical skills	--	2	--	2	--	2
4. about equal between 1 and 2	13	21	3	18	23	25
5. about equal between 1 and 3	10	18	10	17	10	19
6. about equal between 2 and 3	5	2	--	2	10	2
7. about equal among 1, 2, and 3	62	40	72	40	52	40

A3. Topic Emphasis Within Courses (percent of respondents)	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
1. administrative theory	76	82	79	82	74	82
2. adult education	2	4	4	4	--	4
3. buildings/facilities	12	12	11	13	13	12
4. business/finance/budgeting	49	41	46	45	52	37
5. career education	--	--	--	--	--	1
6. community college administration	8	10	7	15	10	6
7. community education	10	4	14	4	6	4
8. comparative administration	3	2	7	1	--	3
9. computer uses	2	9	4	10	--	7
10. contracts and grants	--	--	--	--	--	1
11. curriculum development	15	32	14	35	16	29
12. decision making	59	44	59	43	68	44
13. economics of education	8	11	14	14	4	10
14. education law	53	45	46	43	58	48
15. elementary school administration	15	7	7	6	23	9
16. education technology	--	2	--	2	--	1
17. evaluation	12	19	14	21	10	17
18. foundations of education	14	19	18	16	10	15
19. higher education administration	17	17	25	19	10	15
20. human relations	24	28	14	24	32	23
21. management information systems	8	10	7	12	10	8
22. instructional supervision	19	19	18	17	19	20
23. investment management	--	--	--	--	--	--
24. leadership	49	43	36	35	61	50
25. organizational development	24	24	32	21	16	27
26. personnel management, staff	27	24	25	29	29	18
27. personnel management, student	2	3	4	2	--	3
28. planning	25	20	29	18	23	22
29. policy making	12	16	11	15	13	17
30. politics of education	25	20	25	21	26	19
31. principalship, elementary	10	4	11	5	10	4
32. principalship, secondary	8	7	7	5	10	8
33. professional negotiations	3	13	4	9	3	17
34. public relations	3	8	4	8	3	8
35. research methodology	20	35	21	40	19	32
36. school-community relations	22	11	32	7	13	14
37. school district administration (superintendency)	32	8	32	10	32	7
38. secondary school administration	17	12	11	13	23	11
39. special education administration	--	2	--	1	--	2
40. statistics	7	25	14	25	--	25
41. others (specify)	2	2	--	--	3	4

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
A4. Types of Positions for Which Students Prepare (mean percent of students)						
1. university professors	12.4		15.5		10.3	
2. R&D specialists	3.8		4.0		3.7	
3. public school administrators	51.1		54.2		50.2	
4. community college administrator	7.4		2.2		7.4	
5. college/university	9.4		9.6		9.8	
6. federal/state/regional agency admin.	6.0		6.6		5.8	
7. further study	5.8		2.0		7.3	
8. other (specify)	4.0		7.7		5.6	
B1. Backgrounds of Students (mean percent of students)						
1. received undergraduate training at this institution	29.3		30.1		28.5	
2. live and/or work within a 25-mile radius of this institution	41.4		39.1		43.4	
3. currently work as classroom teachers	28.2		26.7		29.8	
4. currently work as school/college administrators	41.0		42.2		39.8	
5. come from fields othter than education	13.2		14.1		12.5	
B2.1 Status of Students (mean percent of students)						
1. special students (non-degree)	9.3		7.6		11.2	
2. part-time students (less than 12 credits)	56.1		55.0		57.2	
3. employed full-time	55.5		53.1		57.8	
4. receive financial aid (i.e., fellowship)	29.4		27.2		55.5	
B2.2 Sex and Race of Students (mean percent of students)						
1. female	23.5		23.2		23.8	
2. minority	19.3		16.2		22.7	
B2.3 Distribution of Minority Students (mean percent of minorities)						
1. Black	65.7		73.6		58.8	
2. Native American	11.8		6.8		16.7	
3. Oriental	9.4		7.4		12.1	
4. Spanish-surnamed	12.7		12.1		13.2	
5. Other	--		--		--	

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
B4. Primary Reason for Students' Selection of Institution (percent of respondents)						
1. attractive admissions criteria	7	5	6	3	6	5
2. available financial aid	3	14	3	19	3	9
3. convenient course schedule	7	3	3	0	10	5
4. reasonable tuition/fee schedule	8	2	6	1	10	2
5. reputation of faculty and/or program	36	5	34	54	35	50
6. convenient location (i.e., near home or work)	39	25	44	26	32	25
B5. Primary Source of Students' Initial Awareness of Program (percent of respondents)						
1. extension courses	2	2	3	2	--	2
2. field surveys/evaluations	--	--	--	--	--	--
3. newspaper advertisements	--	1	--	--	--	2
4. previous coursework	32	21	20	19	41	24
5. publicity literature	2	2	--	--	3	2
6. survey of options	2	3	--	3	3	4
7. recommendations by friends	32	21	38	21	26	20
8. study council activities	--	--	--	--	--	--
9. recruitment activities	7	2	7	3	7	--
10. recommendation by professional	13	21	17	23	9	20
11. self-initiated	8	23	10	22	6	25
12. other (specify)	--	--	--	--	--	--
B6.1 Number of Students Admitted to Program in Past Year (mean number of students)	29.1		29.6		28.7	
B6.2 Increase/Decrease of Enrollment in Program (percent of respondents)						
1. increased	47		57		37	
2. decreased	12		11		13	
3. remained constant	41		32		50	
B6.3 Amount of Change in Enrollment (mean percent of change)	--		--		--	

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
B7.1 Program Eligibility Requirements (percent of respondents citing each)						
1. teaching certificate	24	31	7	23	39	38
2. teaching experience	34	40	21	36	45	44
3. administrative experience	19	25	7	22	29	28
4. minimum GPA	93	84	83	80	97	87
5. pass standard exam	86	89	76	86	90	91
6. pass other test	14	28	17	26	10	30
7. pass departmental exam	22	30	14	29	29	31
8. pass departmental interview	55	64	41	60	65	67
9. pass English writing exam	12	19	10	16	13	21
10. recommendations	79	86	72	87	81	84
11. autobiographical essay	31	36	17	35	42	38
12. other	14	11	10	13	16	9
B7.2 Eligibility Criterion Given Greatest Consideration (percent of respondents)						
1. Teaching Certificate	--		--		--	
2. Teaching Experience	--		--		--	
3. Administrative Experience	2		--		3	
4. Minimum GPA	31		31		26	
5. Pass standard exam	26		31		29	
6. Pass other test	--		--		--	
7. Pass departmental exam	6		3		6	
8. Pass departmental interview	22		17		22	
9. Pass English writing exam	--		--		--	
10. Recommendations	7		10		3	
11. Autobiographical essay	--		--		--	
12. Other	6		6		3	
13. No requirements	--		--		--	
B8. Proportion of Students Denied Admission to Program (mean percent of applicants)	26.7		27.3		26.2	

C. Program Content and Instructional Processes

C1. Basis of Course Credit (percent of respondents)

1. Semester hours
2. Quarter hours
3. Trimester hours
4. Other

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
C2. Number of Educational Administration Credits Potentially Available (mean number of credits						
C3. Types of Learning Experiences (mean percent of students' time)						
1. Formal instruction and independent study	60.8	55.8	53.5	56.8	62.9	54.7
2. Field experiences	14.1	14.9	13.4	13.7	14.5	16.0
3. Research projects	25.9	29.3	23.5	29.4	23.5	29.2
C4. Locus of Courses (mean percent of students' time)						
1. In educational administration department	53.9	60.4	51.3	61.3	55.0	60.5
2. In college of education	28.1	24.6	28.8	24.3	27.4	24.9
3. Outside college of education	18.6	14.1	19.1	13.5	18.2	14.6
C5. Proporation of Time in Each Type of Instructional Setting (mean percent of time)						
1. 30 students	14.8	16.3	17.4	16.1	13.1	15.7
2. 10-30 students	52.7	55.9	53.1	56.9	52.1	51.4
3. 2-10 students	21.2	21.1	19.2	19.6	23.3	26.3
4. 1-to-1 setting	11.1	6.6	11.2	6.3	11.4	6.6
C6. Learning Mode (percent of time devoted to each)						
1. Lecture	24.3	32.5	25.4	35.8	23.3	29.3
2. Discussion	57.7	52.5	53.5	49.6	61.3	55.5
3. Independent Study	17.4	14.1	19.3	12.9	15.8	15.3
C7. Instructional Methods Used (mean response: 1-often, 2-sometimes, 3-rarely, 4-never)						
1. group process techniques (e.g., sensitivity, t-groups)	2.4	2.9	2.5	2.9	2.4	2.9
2. self-instruction programmed modules	2.4	3.1	2.4	3.1	2.5	3.0
3. case studies	1.6	2.1	1.7	2.1	1.6	2.1
4. simulation/role playing	1.6	2.2	1.6	2.7	1.8	2.3
5. field trips (site visits)	1.8	2.5	1.9	2.7	1.8	2.3
6. computer use	2.1	2.7	2.1	2.7	2.2	2.7
7. other (besides lecture/discussion-specify)	1.7	2.3	1.8	2.5	1.7	2.1

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
C8.1 Proportion of Students Who Take Courses Outside the Department of Educational Administration (mean percent of students)	98		100		97	
C8.2 Courses Taken Outside Educational Administration (mean percent of students taking one or more courses)						
1. Anthropology	13.1		20.2		11.6	
2. Business Administration	25.1		24.0		26.2	
3. Computer Science	23.7		23.1		26.5	
4. Economics	17.3		15.9		19.0	
5. Engineering	2.0		6.8		1.6	
6. English/Humanities	9.4		11.8		11.0	
7. History	15.1		17.1		13.4	
8. Law	17.6		21.8		14.4	
9. Management Science	25.4		28.0		38.7	
10. Political Science	25.0		26.7		26.7	
11. Psychology	32.2		34.6		33.9	
12. Public Administration	24.4		23.5		25.7	
13. Social Psychology	24.9		23.1		22.9	
14. Foreign Language	9.7		11.2		3.3	
15. Research/Statistics	73.1		70.4		19.0	
16. Sociology	36.4		33.4		38.6	
17. Other (specify)	--		--		--	
D. Program Requirements						
D1. Credit Hours Required to Complete Program (mean number of credits)	81.5		78.5		84.0	
D2. Number of Credit Hours of Required Courses (mean number of hours)	32.9		26.7		38.3	
D3. Credit Hours Required in Each Area (mean number of credit hours)						
1. Educational research or statistics	8.2	8.0	8.4	8.2	8.0	7.7
2. Survey of Educational Administration	3.3	4.6	4.3	4.0	2.4	5.1
3. Organization theory	2.5	3.4	2.7	3.0	2.4	3.8
4. History/philosophy of education	2.8	2.7	2.5	2.4	3.0	3.1
5. Curriculum	3.1	3.3	2.9	3.0	3.3	3.6
6. Educational psychology	2.2	2.1	2.0	1.9	2.3	2.3
7. Educational sociology	1.8	1.3	1.7	1.1	1.9	1.5
8. Supervision of instruction	2.0	2.4	1.5	2.3	2.5	2.5
9. other (specify)	4.1	3.5	3.8	3.6	4.4	3.4

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
D4. Major/Minor Requirements (percent of respondents)						
1. Major in educational administration	39		46		32	
2. Major in educational administration minor in education	5		8		3	
3. Major in educational administration minor, non-education	9		12		6	
4. Major in educational administration minor, education or non-education	25		15		32	
5. No major or minor requirement	11		8		13	
6. other	11		11		14	
D5. Length of Residency Requirement (percent of respondents)						
1. 1/2 year or less	3		3		3	
2. 1 year	88		86		90	
3. 2 years	5		7		3	
4. 2 years +	--		--		--	
5. No residency requirement	3		3		3	
D6. Type of Required Field Experience (percent of respondents)						
1. Non-paid	10	35	7	29	17	42
2. Paid	18	12	--	11	3	13
3. Combination of (1) and (2)	28	18	33	17	33	18
4. Other	6	3	7	3	7	3
5. None required	39	32	52	41	50	24
D7. Major Exam Requirements (percent of respondents)						
1. Mid-program written/oral	50		38		61	
2. Final comprehensive	80		79		81	
3. Research proposal exam	70		72		68	
4. No exam requirement	--		--		--	

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
D8. Culminating Project Requirement (percent of students)						
1. major paper (e.g., literature review, case study)						
2. thesis or dissertation						
3. field project and report						
4. choice of 2 (either)						
5. choice of both						
6. no culminating project						
7. other culminating project						
D9. Foreign Language Requirement (percent of respondents)						
1. One foreign language	4		7		--	
2. Two foreign languages	--		--		--	
3. One foreign language plus computer or statistics	4		7		--	
4. Computer and/or statistics	39		19		57	
5. Choice of 2, 3, or 4	21		26		17	
6. Other (specify)	12		19		7	
7. No language/research requirements	21		22		20	
D10. Regularity of Requirement Application (mean response: 5-always, 4-often, 3-seldom, 2-rarely, 1-never)						
1. minimum number of credits	4.8		4.3		4.9	
2. balance of coursework inside/outside college of education	4.3		4.3		4.2	
3. specific course requirements	4.1		4.1		4.0	
4. number of credits of required courses	4.3		4.0		4.6	
5. major/minor requirements	4.0		3.2		2.3	
6. foreign language requirements	2.7		3.2		2.3	
7. residency requirements	4.5		4.8		4.8	
8. field experience requirements	3.6		3.2		4.0	
9. exam requirements	4.9		4.8		5.0	
10. culminating project requirements	5.0		5.0		5.0	

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
E. Program Structure, Mechanics, General Characteristics						
E1. Maximum Number of Transferrable Credits (mean of number)	34.4		34.7		34.3	
E2.1 Existence of Program Advisors (percent of respondents)						
1. Yes	100	88	100	91	100	86
2. No	0	12	0	9	0	14
E2.2 Frequency of Meetings With Program Advisors (percent of respondents)						
1. Less than once per semester/quarter	5	10	4	10	6	10
2. Once-twice per semester/quarter	61	45	43	45	77	44
3. 3-4 times per semester/quarter	22	23	29	23	16	23
4. 4+ times per semester/quarter	12	23	25	23	--	23
E3. Characteristic Instructional Practices (mean response: 1-very much, 2-much, 3-some, 4-little, 5-never)						
1. currency of course content	1.6	1.7	1.6	1.7	1.6	1.7
2. relevance to student needs	1.7	2.0	1.7	2.1	1.7	2.0
3. useful repetition	2.9	2.8	3.0	2.8	2.7	2.7
4. interrelatedness of parts	2.3	2.2	2.1	2.3	2.4	2.1
5. mix of theory and practice	2.0	2.3	2.0	2.5	2.0	2.7
6. student/faculty communication	1.7	1.4	1.6	1.9	1.8	1.8
7. innovative practices	2.6	2.8	2.4	2.9	2.7	2.6
8. individualization of instruction	2.6	2.9	2.5	3.0	2.6	2.8
9. individualization of programming	1.8	2.3	1.7	2.3	1.9	2.3
F. Research Experiences						
F1. Required Research Courses (percent of respondents)						
1. Introduction to research in education	83	87	72	87	94	88
2. Advanced research design	57	45	52	42	61	49
3. Introductory statistics	87	89	79	84	94	94
4. Advanced statistics	53	47	59	49	48	45
5. Thesis proposal seminar	65	55	52	46.2	77	63
6. Other research courses (specify)	20	14	24	15	16	12
7. No research requirements	--	2	--	4	--	--

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
F2.1 Original Research Requirement (percent of respondents)						
1. Required	97	93	93	93	100	94
2. Optional	3	6	7	7	--	5
3. Not part of program	--	1	--	--	--	1
F2.2 Proportion of Students to Elect Optional Research (mean percent of respondents)	100	100	100	100	100	100
F3. Types of Research Conducted (mean percent of students)						
1. coneptual/empirical study	45.3		44.2		46.7	
2. atheoretical study	11.8		10.5		13.0	
3. case study/analysis	12.5		14.9		10.7	
4. literature review	5.2		6.1		4.4	
5. position paper	1.5		1.6		1.4	
6. personal log	0.2		0.5		0.0	
7. theory development thesis	4.8		6.6		3.2	
8. project implementation/evaluation	4.4		4.0		4.8	
9. new analytic approach	3.4		3.4		3.4	
10. other	10.9		8.2		12.4	
11. no project required	--		--		--	
F4.1 Existence of Research Project Advisor (percent of respondents)						
1. Yes	98	54	97	57	100	57
2. No	2	3	--	4	--	3
3. No research projects	--	43	1	40	--	46
F4.2 Selection of Research Advisor (percent of respondents)						
1. Department-appointed	40	28	41	23	39	32
2. Student-selected	43	61	48	65	39	58
3. Self-appointed	--	2	--	3	--	1
4. Other	17	9	10	9	23	9
5. No research projects	--	--	--	--	--	--

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
F5.1 Existence of Research Committee (percent of respondents)						
1. Yes	98	95	96	97	100	93
2. No	2	5	4	3	--	7
3. No research projects	--	--	--	--	--	--
F5.2 Number of Faculty Members on Research Committss (mean number of members)	4.0	4.1	4.1	4.3	3.9	4.0
F6.1 Existence of Oral Defense of Research (percent of respondents)						
1. Yes	98	99	100	99	97	99
2. No	2	1	--	1	3	1
3. No research projects	--	--	--	--	--	--
F6.2 Number of Faculty Members on Oral Review Commission (mean number of members)	4.8	4.4	4.6	4.3	4.9	4.4
F6.3 Number of Educational Administration Faculty Members on Oral Defense Commission (mean number)	4.0	4.1	4.1	4.3	3.9	4.0
F6.4 Required Number of "pass" Votes in Oral Defense (mean number)	2.9	2.8	2.8	2.8	3.0	2.8
G. Sources of Funding						
G1. Proportion of Students Receiving Funds From Each Source (mean percent of students)						
1. Student loans	34.0		28.2		39.7	
2. Teaching assistant	12.4		13.0		12.0	
3. Research assistant	21.7		21.6		21.8	
4. Consultant/project assistant	15.7		15.3		15.1	
5. Federal project assistant	11.6		8.9		14.5	
6. Cther	16.1		9.1		22.6	
7. Not receiving financial aid	--		--		--	

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
H. Program Facilities and Services (mean response: 1-excellent, 2-good, 3-fair, 4-poor, 5-non-existent)						
1. audio-visual services	1.8	2.1	2.0	2.1	1.7	2.4
2. audio-visual supplies	2.1	2.2	2.1	2.2	2.1	2.2
3. classroom space	2.0	1.9	1.9	1.9	2.0	1.9
4. clerical/secretarial service	2.3	2.6	2.1	2.6	2.4	2.6
5. computer equipment	1.5	1.8	1.3	1.7	1.6	1.8
6. computer service	1.8	1.9	1.6	1.8	1.9	2.0
7. conference space	2.2	2.1	2.3	2.1	2.2	2.1
8. duplicating equipment	2.1	2.3	2.2	2.3	2.0	2.4
9. duplicating service	2.1	2.5	2.2	2.5	2.0	2.5
10. food/snack services	2.8	2.6	2.6	2.8	2.7	2.6
11. laboratory facilities	3.2	2.9	3.2	3.0	3.2	2.8
12. laboratory services	3.2	2.9	3.2	3.0	3.2	2.8
13. library service	2.1	2.0	2.0	2.0	2.1	2.0
14. library stock	2.1	2.2	1.7	2.2	2.2	2.2
15. faculty housing	3.2	2.0	2.8	2.0	2.7	2.0
16. faculty work space	2.1	2.2	2.4	2.2	2.3	2.2
17. lounge space	3.0	2.7	2.1	2.8	2.9	2.7
18. mail service	2.3	2.3	2.2	2.3	2.3	2.3
19. parking facilities	2.5	3.2	2.6	2.3	2.3	2.3
20. phone service	2.0	2.4	2.0	2.3	1.9	2.4
21. recreational facilities	2.4	2.5	2.4	2.6	2.4	2.3
22. student housing	2.3	2.5	2.3	2.6	2.1	2.4
23. student work space	2.8	2.4	2.8	2.4	2.6	2.3
24. transporation facilities	2.5	2.7	2.6	2.8	2.3	2.7
I. Student Placement						
I1. Number of students Completing Program Past Year (mean number of students)	12.1		12.1		12.1	
I2. Proportion of Students Placed in Jobs by Department (mean percent of students)	65.6		71.4		59	
I3. Existence of Systematic Career Monitoring by Department (percent of respondents)						
1. Yes	74		79		69	

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
I4. Systematic Solicitation of Alumni Reactions to Program (percent of respondents)						
1. Yes	71		75		67	
2. No	29		25		33	
I5. Proportion of Students Finding Positions Within Given Distance (mean percent of students)						
1. 100-mile radius	41.4		34.4		48.1	
2. 25-mile radius	26.6		20.1		32.5	
J. Department Governance						
J1. Faculty Participation in Decision Making (mean response: 1-always, 2-often, 3-sometimes, 4-rarely, 5-never)						
1. Personnel Selection	1.3		1.1		1.5	
2. Personnel Promotion	1.7		1.4		1.9	
3. Student Personnel	1.3		1.1		1.4	
4. Curriculum	1.2		1.1		1.3	
J2. Involvement in Department Decision Making (mean response: 1-always, 2-often, 3-sometimes; 4-rarely, 5-never)						
1. interested graduate students	3.5		3.4		3.6	
2. graduate student representatives	2.9		2.5		3.3	
3. adjunct professors	3.6		3.3		3.8	
4. instructors (lecturers)	3.0		2.3		3.5	
5. assistant professors	1.2		1.1		1.2	
6. associate professors	1.1		1.1		1.2	
7. full professors	1.1		1.1		1.1	
8. others (specify)	2.6		1.0		3.0	

	Total		PhD		EdD	
	Professors	Students	Professors	Students	Professors	Students
K. Program Changes						
K1. Dimensions of Recent Program Changes (percent of respondents)						
1. program purposes or objectives	55		55		55	
2. recruitment/selection/admissions	53		59		48	
3. program content or instructional processes	77		69		84	
4. completion requirements	27		31		23	
5. program structure/mechanics	45		48		42	
6. research experiences	33		38		29	
7. sources or level of funding	42		38		45	
8. facilities or services	20		17		23	
9. student placement	23		24		23	
10. department governance	30		31		29	
11. other (specify)	3		3		3	
12. no recent changes	10		10		10	
K2. Dimensions of Projected Program Changes (percent of respondents)						
1. program purposes or objectives	22		28		16	
2. recruitment/selection admission	23		24		23	
3. program content or instructional processes	0		45		35	
4. completion requirements	7		--		6	
5. program structure/mechanics	15		14		16	
6 research experiences	18		28		10	
7. sources or level of funding	7		7		6	
8. facilities or services	7		--		13	
9. student placement	8		3		13	
10. department governance	5		--		10	
11. other (specify)	--		--		--	
12. no changes projected	23		21		26	

CHAPTER SEVEN

A COMPARATIVE ANALYSIS OF MASTERS, CERTIFICATION, SPECIALIST, AND DOCTORAL PROGRAMS

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To what extent do masters, certification, specialist and doctoral programs differ in purpose, content, and requirements? Are doctoral programs extensions of specialist and certification programs, and specialist and certification programs extensions of master's programs, or do these programs serve different purposes and fulfill unique needs? The previous three chapters considered separately the five programs surveyed in this study, but the present chapter compares and contrasts these programs in order to identify their similarities and differences. Through this analysis, a better understanding of the purpose and structure of these programs emerges. As in earlier chapters, each of the ten areas included on the survey instrument will be summarized and analyzed in turn. Student responses, when present, will be compared with those of professors when such comparisons yield insights of interest.

Program Purposes and Objectives

The determination of any instructional program's purposes and objectives is problematic for, quite simply, resolution depends upon the perspective taken. The present study tapped three such perspectives: that of expected outcome (in terms of the degree recipient's future placement), that of process (in terms of the program's general orientation toward skill development), and that of topical emphasis (in terms of coursework). As explicated below, each of these perspectives differentiates the programs to varying degrees. Nevertheless, on the whole, the degree

programs seem more homogeneous than heterogeneous. More specifically, the data seem to support a developmental view whereby each program builds toward an overall goal which culminates at the doctoral level. Rather than each program being oriented toward the provision of an unique experience, each higher level program seems to continue the direction set by the correspondingly lower degree program(s).

Expected Outcomes. As displayed in Table 1, when the degree programs are ordered from entry to terminal levels, there is a distinct trend toward multipurpose professional preparation. While a majority of MA

Table 1

Expected Outcomes: Positional Emphasis of Degree Programs*

Position	Percent of Programs Claiming Positional Emphasis				
	MA	Cert.	EdS	EdD	PhD
Principal, Elementary	93	89	93	90	76
Principal, Secondary	93	89	96	90	76
Assistant Principal, Elementary	89	74	87	71	55
Assistant Principal, Secondary	90	74	87	71	55
Supervisor of Inst., Building level	75	74	76	55	
Supervisor of Inst., District level	56	74	72	77	72
Superintendent of Schools		87	78	100	97
Assistant Supt. of Business		57		74	86
Assistant Supt. of Personnel		59		74	79
Assistant Supt. of Instruction		61	57	74	76
Assistant Supt. of Pupil Personnel					52
Assistant Supt. of Community Relations					59
Higher Education Administrator				58	62
Professor of Educational Administration				77	93
State or Regional Level Administrator				68	79
Professor of Higher Education Admin.					62
Total Number of Positions	6	10	9	13	15

*Faculty responses to: The degree program is designed to prepare individuals for which of the following 20 positions?"

programs are directed at preparing students to assume one or more of six educational leadership roles, a majority of the PhD programs claim to equip their graduates for one or more of fifteen positions. The certificating and EdS programs, on the other hand, align themselves mid-way between these extremes, being directed at roughly ten positions. Moreover, the programs seem to partition themselves into three distinct groups dependent upon the level of access they provide to the organizational structure of the educational enterprise. While the MA degree permits entry to leadership roles at the building level, and the certificate and EdS degrees open the door to district-level administrative posts, the EdD and PhD degrees swing the door wide open, allowing access to positions at the regional and state levels and in the higher education arena. However, it is important to understand that the degrees are not highly differentiated in this regard, but rather are cumulative in nature. Each higher level of degree is not specifically designed for a different occupational set, but rather adds additional areas of preparation to those already addressed by lower degree levels. Put differently, every position "open" to the recipient of an MA degree is equally open to those possessing the certificate, EdS, or PhD; every position open to certificate and EdS recipients is available to those with the doctorate, assuming that certification requirements are met as a part of the program.

Table 2

Expected Outcomes: Perceived Aspirations of Degree Recipients*

	Mean Percent Across Institutions				
Positions	MA	Cert.	EdS	EdD	PhD
University Professors	4	8	7	13	17
R&D Specialists	1	0	1	5	4
Public School Administrators	82	73	70	62	58
Community College Administration	3	6	8	9	8
College/University Administration	4	2	3	12	10
Federal/State/Regional Agency	2	3	3	7	7
Further Study	11	6	8	9	5
Other	8	0	0	7	3

*Faculty responses to: "What is the approximate proportion of students preparing for each of the following eight types of positions?"

In the main, this cumulative trend among the degrees is confirmed by the estimated proportional distribution of jobs sought by students immediately following the receipt of their degree. As seen in Table 2, as one moves from MA to PhD, there are consistent tendencies for proportionally more students to aspire to positions other than administrative posts in public education. Indeed, at the doctoral level, fully 35% of the students are seen as pursuing positions in post-secondary education (compared to a rather meager 11% at the MA level). However, it remains true that a clear majority of students enrolled in each of the degree programs appear to be seeking leadership roles in the public schools.

Of some note is the observation that certain of those educational positions currently in demand in the job market—the assistant superintendencies for evaluation and adult education, the professorship in special educational administration, the directorship of a research unit or agency—are addressed by relatively few programs of any degree type. Presumably, as a consequence, few students are perceived to be aspirants to these positions.

Process. With respect to their perceived orientation toward skill development, the degree programs are quite homogeneous (see Table 3). By far the most frequent response of those surveyed, students and faculty alike, is the claim that the programs are equally balanced in developing conceptual, human relations, and technical skills. Despite this strong modal response, a discernibly heavier emphasis is placed on the development of conceptual skills by all the degree programs. And, while students and faculty closely agree on the weight of this emphasis, they are in opposition as to the relative emphasis allotted to the development of human relations and technical skills. Students see the development of

Table 3

Process: Orientation Toward Skill Development*

Primary Skill Orientation	Percent of Institutions**									
	MA	Cert.	EdS	EdD	PhD	MA	Cert.	EdS	EdD	PhD
Conceptual	91	92	91	93	85	94	99	90	91	99
Human Relations	83	82	83	71	62	76	85	74	85	75
Technical	59	66	71	63	61	85	93	78	72	82

*Faculty and student responses to: "The orientation of the degree program as primarily directed toward 'developing conceptual/human relations/technical skills/or their combinations'?"

**Table entries include institutions claiming a primary orientation or a balanced orientation in the development of the particular skills.

technical skills as least addressed by their programs while the faculty would place the development of human relations skills in this category.

Topical Emphasis. To obtain some measure of the topical emphasis of the several degree programs, respondents were asked to specify which 7 of 40 topics were emphasized in the greatest number of the program's courses. Table 4 displays the seven courses most frequently cited; the table entries are the percentage of institutional programs selecting those topics as major emphases. While the possibility existed to enumerate 35 separate topics (i.e., 5 degree types for each of 7 topical choices per degree), only 13 were specified. Three of the topics—administrative theory, leadership, and decision-making—were identified as major emphases in all five of the degree programs; educational law was cited as an emphasis for all but the certificate programs; and four topics—curriculum development, instructional supervision, school district administration, and business finance/budgeting—were emphasized in all three degree levels. Other

Table 4

Topical Emphases: The Seven Most Frequently Cited Areas by Degree*

	Percent of Institutions Selection Area					
Topical Area	MA	Cert.	EdS	EdD	PhD	Number of Degree Levels Emphasizing
Curriculum Development	65	42	57			3
Administrative Theory	62	82	59	74	79	5
Instructional Supervision	57	47	50			3
Leadership	47	58	59	61	36	5
Educational Law	45		35	58	46	4
Elementary School Adminsitration	41		37			2
Decision Making	39	47	52	68	50	5
Computer Uses		41				1
School District Administration		40		32	32	3
Business Finance/Budgeting			35	52	46	3
Human Relations				32		1
Organizational Development					32	1
School-Community Relations					32	1

*Faculty responses to: "Which 7 of the following 40 topics are emphasized in the greatest number of courses in the degree program?"

than those topical areas which cut across all programs (those topics which may therefore be taken as the core of the field of educational administration), the programs seem to be distinguishable much in accordance with their expected outcomes as cited earlier:
Topical areas generally associated with building level concerns are emphasized considerably at the MA level and somewhat at the certificate and EdS level, but not at the doctoral level. Also congruent with an earlier-noted result (that the major occupational outcome of all the degree programs is practitioner oriented), one does not see an abrupt movement at the doctoral level toward a research oriented emphasis. While doctoral programs have their unique emphases, these come in the areas of human relations (EdD), organizational development (PhD), and school-community relations (PhD). Table 5 illustrates that with the exception of the certificate programs, a relatively stable proportion of all degree programs claim an emphasis in research methods; and, with the exception of the EdD, few programs place a heavy emphasis on statistics.

Table 5

Topical Emphases: Research Procedures and Techniques*

	Percent of Institutions Placing Emphasis on Topical Area				
Topical Area	MA	Cert.	EdS	EdD	PhD
Research Methods	19	7	13	21	19
Statistics	3	2	0	14	9

*Faculty responses indicating the percent of institutions which placed the topical area among the topic seven most emphasized in a given program.

One other observation from Table 4 seems worthy of note. The EdS and EdD programs seem the most homogeneous across institutions in that 50% or more of all such programs agree on emphasizing the same 5 topical areas. At the other end of this spectrum, only two topical areas are common to the certificate and PhD programs.

Recruitment, Selection and Admission Procedure

Students enrolled in each of the five preparation programs were compared on several demographic characteristics in order to ascertain the existence of differences among groups of students. Table 6 summarizes the results of this analysis. Doctoral students, both EdD and PhD, less frequently attended the same institution as an undergraduate, and less frequently live within 25 miles of the campus, and fewer doctoral than other students are currently teaching. Almost three-quarters of the master's level students are currently teaching, whereas only about 30% of the doctoral students so employed. More of the doctoral students currently function as administrators, however, with about 40% of them so employed as compared with only 18% of the masters degree students. Forty-two percent of the certificate program students were described by professors as already being practicing administrators. These students might have received only temporary certification or may be seeking

Table 6

Characteristics of Students Admitted to Programs*

	Program				
Characteristic	MA	Cert.	EdS	EdD	PhD
Undergraduate at the Same Institution	42	47	38	29	30
Live Within 25 miles Of Campus	53	49	55	43	39
Currently Teaching	72	45	59	30	27
Currently Practicing Administrator	18	42	27	40	42
From Field Other Than Education	8	7	7	13	14
Part-time Student	79	82	80	57	55
Employed Full-time	83	83	83	58	53
Receive Financial Aid	10	8	12	32	27
Female	31	22	28	24	23
Minority	18	16	21	23	16

*Faculty responses indicating the percent of students in each program having characteristics listed.

additional certification. The large percentage of teachers enrolled in masters level programs would be expected, as teachers constitute the pool from which administrators typically are selected, and the master's program is the entry level training program for the field. Doctoral students are frequently individuals who have already accepted administrative responsibilities.

Given the large percentage of students from all programs who are currently practicing professionals in the field of education, it is not surprising that the majority of students also can be characterized as employed full-time and as part-time students; that is, very few students are both full-time employed and full-time students Approximately 80% of the students enrolled in MA, certificate and EdD programs are part-time students who are employed full time, but this percentage drops to about 56% of the students enrolled in doctoral programs. While over half of the doctoral students are described as employed full time, there are about 25% fewer students in this category than there are in the three other programs.

A fairly small percentage of students enrolled in educational administration programs come from fields other than education, but more doctoral than other students come from fields outside of education.

Only about 10% of the students enrolled in MA, certificate and EdS programs receive financial aid, while approximately 30% of the doctoral students receive financial aid. This finding may be related to the larger percentage of full-time students enrolled in doctoral programs.

A greater percentage of women are enrolled in master's degree programs than in the remaining programs. Thirty-one percent of the master's degree students were reported as female, while only about 24% of the doctoral students were so reported. The larger percentage of women in the master's program may be evidence of a trend toward increasing numbers of women entering educational administration training programs, or it may be that fewer women continue on to the doctoral level.

A fairly constant percentage of minority students are evidenced in all programs, about 18%. Most of these students are Black (approximately 70%) and Spanish surnamed students constitute the second largest group followed by about equal percentages of American Indian and Oriental students.

Students were asked to indicate their reasons for selecting the program in which they enrolled. The two major reasons given by students across all five programs were the reputation of faculty and/or the program and convenient location. The latter factor is in accordance with the large percentage of students are are part-time and attend an institution near their home. Doctoral students, however, more frequently reported the reputation of the faculty and/or program as the most important factor (51%) than did students in the other three programs (35%). A larger percentage of MA, certificate, and EdS students (42%) reported location as being the most important factor than did doctoral students (25%). Further, a larger percentage of doctoral students reported the availability of financial aid as being the most influential factor.

Faculty concur with students that reputation and location are the major factors considered in selecting an institution, but the faculty indicated that reputation was less important and location more important in student selection of a program than did the students.

Awareness of a preparatory program was described as being derived primarily from four factors: previous coursework, friends who knew of the program, self-initiation and recommendation by a professional. Since no major differences were seen across programs, we can conclude that students become aware of their program on the basis of the same major factors regardless of program level. Very few students reported that recruitment activities were major factors in generating awareness of the program. This may be because recruitment efforts are nonexistent or ineffective; it also could be that activities that really are recruitment activities are not seen as such by the students, (for example, recommendations by professionals).

Faculty were more varied than students in their responses to the question of factors leading to student awareness of programs, and faculty placed somewhat different emphasis on the relative importance

of these factors. Students attributed a greater degree of importance to self-initiation, while faculty saw coursework, recommendations by professionals, and recommendations by friends as more influential.

Numbers of students admitted to the five programs for the previous year varied greatly, from a reported average of about 68 per year for the master's program to about 29 for each of the two doctoral programs. Certificate programs were reported as having about 41 students admitted, while an average of about 79 students were reported as being admitted to EdS programs.

Most institutions and programs (between 50% and 60¢) were reported as increasing in enrollment. About 12% of the institutions and programs reported a decrease in enrollment from the previous year. The remaining institutions were reported as having stable enrollments.

Admission requirements for all programs emphasized the use of grade point averages and test scores. Over 90% of the institutions reported the use of grade point average as a major criterion, while between 63% and 86% of the institutions reported that a standardized examination was used. Fewer master's degree programs than doctoral programs considered standardized test scores.

Only about 25% of the MA and EdS programs required the use of an interview, but about 55% of the certificate and doctoral programs reported use of this procedure. Fewer doctoral programs required teaching experience or a teaching certificate than did the other three programs, but this may be because teaching experience had been a requisite for master's programs or because of increased emphasis at the doctoral level on training students for positions in higher education. Recommendations are required for admission to about 70% of the programs.

While the same admissions factors appear to be most important across all programs, particularly grade point averages and standardized test scores, it is quite likely that the standards for admissions based on these factors vary considerably. Faculty members were asked to indicate the percentage of students who were denied admission, based upon the admission requirements for the program. Doctoral programs were reported as denying

admission to approximately 27% of the applicants, while MA, certificate and EdS programs denied admission to only about 12% of the applicants. Seven percent of the doctoral institutions reported denying admission to over 50% of the applicants.

Program Content and Instructional Processes

Two broad areas were investigated in this section of the survey instrument: (1) the relative balance in courses between those taken inside and those taken outside of the department of educational administration; and (2) the nature of the instructional processes used to prepare future educational leaders. With certain notable exceptions, it was exceedingly difficult to differentiate the degree programs along these dimensions. Although the tabulated results of the survey revealed a consistent difference of opinion between student and faculty respondents, the portrait that emerges is quite clear: The only points of relatively consistent difference among the programs are found between pre-doctoral and doctoral programs, and these points of difference can be traced directly to the two doctoral requirements of an "outside" minor and research experience. As noted earlier, the programs seem more "cumulative" than unique. Since the doctoral program is typically composed partly of the MA program, the doctoral program's additional requirements (i.e., the outside minor and the research experience), do not substantially alter the character of the entry-level program.

Tables 7 and 8 summarize the disposition of coursework within and outside the department of educational administration. According to faculty responses, roughly 25% of the coursework is in the college of education (but outside of the department of educational administration) while more than two-thirds of coursework is taken within the department. Some shift away from the department of educational administration and toward departments outside of the college of education is exhibited by both the doctoral programs, but this shift is not substantial. On the whole, the students report more coursework within the department and less outside the college than do the faculty. Of the coursework taken in other discipline areas, three seem to draw a particularly large number of students: research/statistics,

psychology, and sociology. On the other hand, engineering, English/humanities, and foreign languages are taken by very few students. Interestingly, with the exception of the certificate programs (which seem to draw heavily only on the area of research/statistics), the proportional representation among the degree programs in these discipline areas is fairly similar. However, the doctoral students seem to avail themselves of the services of the other disciplines to a consistently larger extent than do the other degree candidates. Presumably, this effect might be occasioned by outside minor required in the doctoral programs, but the areas of research/statistics, sociology, and psychology may well be viewed as appropriate for all students of educational administration, regardless of their specialization or level.

Table 7

Locus of Coursework*

Average Percent of Time Devoted to Coursework

	Students					Faculty				
Locus	MA	Cert.	EdS	EdD	PhD	MA	Cert.	EdS	EdD	PhD
Within Department of Educational Administration	68	70	69	61	61	59	60	71	55	53
Other Department in College of Education	24	20	20	25	24	30	22	20	27	29
Outside College of Education	9	9	11	15	14	14	17	12	18	19

*Student and faculty responses to: "Of the total amount of time students devote to coursework, estimate the proportion of time enrolled in the following types of courses."

Table 8

Locus of Coursework External to the College of Education*

Field	Percent of Programs in Which 50% or More of the Students Take One or More Courses				
	MA	Cert.	EdS	EdD	PhD
Anthropology	1	3	0	8	12
Business Administration	5	4	6	17	17
Computer Science	5	5	12	22	12
Economics	1	7	3	11	8
Engineering	0	0	0	0	0
English/Humanities	0	0	3	4	4
History	1	0	3	12	8
Law	15	3	9	12	23
Management Science	2	14	12	54	16
Political Science	9	4	12	18	16
Psychology	29	14	21	31	31
Public Administration	7	4	9	27	12
Social Psychology	12	6	6	15	19
Foreign Languages	2	0	3	0	5
Research/Statistics	50	45	46	72	73
Sociology	23	12	23	36	31

*Faculty responses to: "Estimate the proportion of students enrolled in the degree program who take one or more courses in each of the following sixteen fields."

Regarding the instructional process itself, the bulk of each student's time is spent in formal instructional settings as opposed to field or research experiences. Although as one moves from the MA through the doctoral levels there is a consistent decline in the proportion of time devoted to formal instructional processes, this trend only becomes significant at the doctoral level. Since the major portion of the increase appears attached only to research activities, the shift in emphasis is probably due to the dissertation requirement. Nevertheless, in the eyes of the faculty, roughly three-fifths of the students' time is devoted to formal instructional processes, and the remaining two-fifths are equally split between field experiences and research projects (see Table 9). The students, on the other hand, perceive themselves to be involved one-half of the time in formal instruction, slightly less than one-quarter in field experiences, and slightly more than one-quarter in research projects. Given the heavy emphasis upon research in the doctoral programs, it is not surprising that the proportion of time reportedly devoted to research by the doctoral students (29%) is greater than that spent by MA students (18%).

Table 9

Types of Learning Activities*

Learning Activities	Mean Percent of Time: Students MA	Cert.	EdS	EdD	PhD	Faculty MA	Cert.	EdS	EdD	PhD
Formal Instruction/ Independent Study	65	64	57	55	57	79	76	72	63	59
Field Experiences	17	17	20	16	14	13	14	15	14	13
Research Projects	18	18	22	29	29	10	11	12	24	29

*Student and faculty responses to: "Of the total amount of time students devote to completing the degree program, estimate the proportion of time devoted to the following types of learning activities."

The majority of time spent within the formal instructional setting is allocated primarily to the discussion technique, somewhat less to lecture methods, and substantially less to forms of independent study (see Table 10). Concerning these general modes of instruction, there are no program level differences. Courses in educational administration do not seem to vary much in style of presentation, and there is little evidence of a widespread attempt to tailor instructional processes to meet the needs of individual students.

Table 10

General Modes of Instruction*

Instructional Mode	Mean Percent of Time: Students MA	Cert.	EdS	EdD	PhD	Faculty MA	Cert.	EdS	EdD	PhD
Lecture (one-way communication)	33	30	32	24	36	29	29	29	23	25
Discussion (two-way communication)	52	56	50	56	50	60	60	61	61	53
Independent Study Study	13	14	16	15	13	17	14	13	16	19

*Student and faculty responses to: "Estimate the proportion of time that students enrolled in the degree program experience the following in their educational administration courses."

On the other hand, certain non-traditional (i.e., neither lecture nor discussion) learning activities appear to be utilized frequently. Drawing from six such techniques, (see Table 11) over 50% of the faculty from each of the degree programs indicated that group process, case study, simulation/role-playing, and field trips, were "often" or "sometimes" employed in their coursework. Moreover, a majority of the doctoral program faculty respondents indicated similar usage of programmed modules and computer use as well, though these techniques were less widely reported in non-doctoral programs. Students, however, did not concur. Indeed, the students reported that only case studies and simulations or role-playing were used substantially at all program levels. In their view, the other techniques are utilized in not quite half of the courses.

Table 11

Non-Traditional Learning Activities*

	Mean Percent of Use**									
	Students					Faculty				
Learning Activity	MA	Cert.	EdS	EdD	PhD	MA	Cert.	EdS	EdD	PhD
Group Process Techniques	49	54	57	35	36	65	61	60	51	54
Self-Instruction Programmed Modules	35	41	37	23	20	46	42	45	56	58
Case Studies	74	77	75	79	75	89	89	89	97	97
Simulation/Role-Playing	71	73	77	73	64	95	96	98	100	97
Field Trips (Site Visits)	38	52	49	59	47	74	91	76	87	86
Computer Use	13	15	22	46	47	32	52	36	78	74

*Student and faculty responses to: "Approximately how often (often/sometimes/rarely/never) do students enrolled in the degree program experience each of the following in their educational administration courses?"

**"Use" was operationally defined as the categorical responses of "often" and "sometimes," The percentages appearing in the table, therefore, represent the percentage of all programs in which the particular instructional activity was often or sometimes utilized.

What remains of note, though, is the similarity of application of these non-traditional learning activities across degree programs. With one glaring exception, the disproportionately high use of the computer by the doctoral programs, the figures tend to move systematically from technique to technique irrespective of the degree program. Apparently, the active variable is the "value" of the technique itself and not its interaction with the degree-status of the learners.

Program Requirements

Major differences among the various programs might be anticipated in program requirements, not only in the number of required credits but also in the types of courses required. Table 12 reports the number of credits beyond the bachelor's degree required for graduation or certification. Also reported are the number and percent of the credits which are to be completed in required courses. As expected, doctoral programs require substantially more credits (about 80) than do the other programs, and master's programs, of course, require the fewest credits (32). EdD programs require the largest number of credits beyond the BA and the greatest number of required courses as a part of the program. EdD programs were reported as requiring approximately 12 credits (4 courses) more of specified course work than were PhD programs and consequently appear to be more structured. However, a smaller percentage of the doctoral programs consisted of required courses, than did EdS or master's programs. Nearly two-thirds of the credits for the MA program were to be completed in required courses, while 58% of the EdS, 46% of the EdD, and 34% of the PhD were to be completed in required courses. The proportional reduction in the percentage of required courses may result from the fact that most students entering doctoral programs already have taken courses required in earlier programs. The required courses might, then, be of a different type than those required for the non-doctoral programs, perhaps emphasizing research skill development. If the requirements for a PhD include those of the master's degree, then the PhD requirements specify only about two additional non-elective courses beyond those included for the master's degree.

Table 12

Program Credit Requirements*

Program	Mean Number of Credits Required Beyond BA/BS	Mean Number of Credits of Required Courses	Percent of Credits in Required Courses
MA	31.7	20.7	65
Cert.	55.8	21.2	38
EdS	47.7	27.5	58
EdD	84.0	38.3	46
PhD	78.5	26.7	34

*Faculty responses to: "Credit hours required to complete program" and "Number of credit hours of required courses."

An analysis was also conducted of the academic areas in which credits were required. These results are summarized in Table 13. Approximately three credits (one course) are required on the average in MA programs in each of the following areas: research, survey of educational administration, curriculum, and supervision of instruction. As would be expected, substantially more research credit is required in the two doctoral programs (as compared with the three other programs), an increase from about three credits in the non-doctoral programs to eight or more credits in the two doctoral programs. A difference in the number of organizational theory credits required was noted between the two doctoral programs and the MA and EdS programs. Professors reported that MA and EdS programs require, on the average, about 1.6 credits of organizational theory and that doctoral programs require about 2.5 credits. It is interesting that students consistently reported a larger number of credits required in this area than did the professors. Student accounts range from about 2.5 credits in MA programs to almost 4 in doctoral programs. This difference may in part be attributable to a difference of opinion as to what constitutes organizational theory or as to what is actually required. Individual faculty members may encourage students to take certain courses which are not formally required. Or students may view certain courses as being more "theoretical" than do faculty.

Table 13

Credit-Hours Required in Specified Course Areas*

Area	Program MA	Cert.	EdS	EdD	PhD
Research/Statistics	3.0	3.4	3.6	8.0	8.4
Survey of Educational Admin.	2.9	2.9	2.6	2.4	4.3
Organization Theory	1.5	2.2	1.6	2.4	2.7
History/Philosophy of Education	1.6	2.1	2.0	3.0	2.5
Curriculum	3.0	2.6	3.3	3.3	2.9
Educational Psychology	1.5	1.7	2.0	2.3	2.0
Educational Sociology	0.6	1.0	1.1	1.9	1.7
Supervision of Instruction	2.5	1.8	2.6	2.5	1.5

*Faculty responses to "Credit hours required in each area."

In general, more credits are required in doctoral programs, in each of the eight academic areas investigated, than are required in the EdS, certificate, or MA programs. Also evident is the tendency for students to report somewhat higher numbers of credit hours as required than do faculty.

An additional significant contrast between doctoral and pre-doctoral programs was noted in the area of minor area of study requirements. Doctoral programs tend to have minor area of study requirements more often than do non-doctoral programs. About two-thirds of the MA, certificate and EdS programs have no minor requirements, whereas only 40% of the doctoral programs have no minor requirement. When a minor is required in doctoral programs, it may generally be completed either inside or outside of the college of education.

Seventy-two percent of master's programs have no residency requirement, while only about 35% of certificate and EdS programs and only 3% of doctoral programs require no residency. When residency requirements do exist, they tend to be one-half year or less for MA and certificate programs, one-half to one year for EdS programs, and almost always (about 88%) one year for doctoral programs.

Participation in field experiences, either paid or non-paid, is required most frequently (80% of the time) in certificate and EdS programs. MA programs and the two doctoral programs require participation in field experiences between 50% and 60% of the time, PhD programs requiring participation less frequently than other programs. Field experiences, when required, are typically non-paid experiences in non-doctoral programs and paid experiences in doctoral programs.

All five programs tend to have final comprehensive examinations. This requirement is reported in 74% of the MA programs, 69% of the certificate programs, 59% of the EdS programs, 81% of the EdD programs, and 79% of the PhD programs. Qualifying examinations are included in about one-quarter of the certification and EdS programs, 38% of the PhD programs, and 61% of the EdD programs. Research proposal examinations predictably follow the distribution of research projects in the various programs. Few master's programs (9%) have research proposal examinations, but about 70% of the doctoral programs have such examinations.

Ninety-eight (98%) of the doctoral programs were reported as having thesis or dissertation requirements. About 20% of the MA, certificate and EdS programs were reported as having no examination requirements. All of the doctoral programs reported having at least one examination.

The frequency of research and foreign language requirements was also investigated. Few programs reported requiring foreign languages, either separately or in combination with statistics, although in about 20% of the doctoral programs foreign language was an option for meeting language/research requirements. Well over half of the MA, certificate and EdS programs have no research/language requirement, while only 20% of the doctoral programs were reported as having no requirements. Fifty-seven percent of the EdD programs require computer or statistics courses, while only 19% of the PhD programs have this requirement. However, an additional 17% and 26%, respectively have language/statistics or computer courses as a requirement. Nineteen percent of the PhD programs report having some other type of research/language requirement. Given the way the question was worded, it is possible that it was interpreted by some respondents as meaning completion of the dissertation research.

An attempt was made to examine the extent to which various program requirements were enforced. Most requirements were enforced to a considerable extent across all programs. Those requirements which were reported as being enforced always or often in over 80% of the programs were minimum credit, specific course, number of credits in required courses, examination, and culminating project requirements. Requirements which are more prevalent in some programs, such as field experiences in certificate and EdS programs and residency in doctoral programs, tend to be enforced to a greater extent in thise programs than in other programs. Major/minor requirements are perhaps the least enforced of the requirements across all programs, with approximately 50% of the programs reporting these requirements as being enforced always or often.

Program Structure, Mechanics, General Characteristics

In general, responses to the four questions employed to tap such program technicalities as credit transfer, student advisement, and general features exhibited little variance among the degree programs. All programs allow credit transfer, although—no doubt as a function of the total degree credit-hour requirements—at differing levels (see Table 14). All programs provide students program advisors who most frequently meet once or twice per semester with their advisees. And, more interestingly, to a large extent both the faculty and student respondents from all degree programs ascribe the same set of characteristics to their preparatory programs.

Table 14

Program Mechanics: Credit Transfer*

	MA	Cert.	EdS	EdD	PhD
Average number of transferable credit hours	8.2	12.9	13.6	34.3	34.7

*Faculty responses to: "Within the degree program, what is the maximum number of credit hours transferable from other institutions."

In this regard, the survey respondents were asked to rate the extent to which each of nine global areas characterizes their program (see Table 15). The response options constituted a four-point Likert-type scale: "Very Much," "Much," "Some," and "Little." Using the first two of these response categories as a criterion of "characterization," a majority of all the degree programs were perceived as bearing: (1) currency of course content, (2) relevance to student needs, (3) an interrelatedness of parts, (4) a mix of theory and practice, (5) and high student/faculty communication. A majority of the institutional programs were seen as not bearing: (1) useful repetition, (2) innovative practices, (3) and individualziation of instruction (except for the PhD programs—at least in the eys of the faculty). Indeed, with the exceptions of a few isolated cases, the only area which generated a substantial split among the program levels was the issue of "individualization of programming." This area was seen by a majority of both PhD and EdD student and faculty respondents to characterize their programs while slightly less than a majority of the MA, certificate and EdS respondents felt likewise about their own programs. Of note is the observation that although the faculty and student respondents agreed quite closely in rank ordering the present of the nine areas, the students were consistently less generous than the professors in their ratings.

Table 15

General Programmatic Characteristics*

Percent** of Institutional Programs

Area	Students				Faculty			
	Cert.	EdS	EdD	PhD	Cert.	EdS	EdD	PhD
Currency of course content	90	87	94	83	100	89	93	89
Relevance to student needs	78	74	77	79	87	94	92	9[illegible]
Useful repetition	41	72	33	27	24	29	34	[illegible]5
Interrelatedness of parts	67	64	71	59	81	60	55	68
Mix of theory and practice	66	61	64	50	87	80	74	75
Student/faculty communication	79	74	77	77	87	86	90	77
Innovative practices	45	43	41	30	39	41	35	48
Individualization of instruction	35	29	37	26	26	32	32	50
Individualization of programming	46	46	59	60	46	58	77	86

*Student and faculty reponses to: "To what extent is the degree program characterized by each of the following nine areas?"

**Percent of institutions responding that the area was in evidence either "Very Much" or "Much."

Overall, basically the same strengths and weaknesses are ascribed to each of the degree programs. While the programs are seen as relevant and current, they are not seen as innovative or individualized. And, finally, the professionals seem more generous in describing the strengths of their programs than do the students. Once again, then, one obtains the view that the programs are more similar than different; indeed, one wonders whether one could differentiate between the programs except for each program's duration.

Research Experiences

The development and application of research skills is the only major area in which significant differences exist among the five programs being compared, particularly between the two doctoral programs and the three other programs. In this section, these differences are examined more fully.

Most preparation programs require an introductory course in research methods. As can be seen in Table 16, this requirement is least frequent in certificate programs (66%) and most frequent in EdD programs (94%). In each of the four other course areas investigated, a substantially larger number of doctoral programs require the courses than do the three non-doctoral programs. There is a tendency for the percentage of departments requiring research courses to increase as the total number of credits required to complete the program increases, but the major difference to be noted is between doctoral and non-doctoral programs. About 15% of the non-doctoral program respondents indicated that no research course requirements existed, whereas none of the doctoral programs indicated this.

Original research projects are required by about one-quarter of the master's programs, one-half of the certification and specialist programs and almost all of the doctoral programs. In MA, certificate and EdS programs the research project is optional in from 30% to 40% of the programs, but this option is elected less than 20% of the time. It is not clear whether the option pertains to the research requirement alone or represents a choice between a research project and some other activity, such as an examination.

Table 16

Research Course Requirements*

	Percent of Programs Requiring Courses				
	MA	Cert.	EdS	EdD	PhD
Introduction to Research	79	66	74	94	72
Advanced Research Design	6	22	20	61	52
Introductory Statistics	37	41	54	94	79
Advanced Statistics	3	5	22	48	59
Thesis Proposal Seminar	14	26	35	77	52
Other Research Courses	12				
No Research Course Requirement	17	14	15	0	0

*Faculty responses indicating those research courses which are required.

Professors were asked to characterize the type of research being conducted by students in each of the programs. Students primarily conduct research which professors classified as conceptual/empirical, project implementation and evaluation, case study and analysis, literature review, atheoretical surveys, and theory development. While the frequency of these types of projects varied from program to program, the conceptual/empirical study was always ranked at the most frequent; the percentage of studies in this category was more frequent for doctoral programs (about 45%) than for MA, certificate and EdS programs (between 22% and 35%). Project implementation and evaluation and review of the literature occur more frequently in pre-doctoral programs than in doctoral programs. Master's, certificate, and EdS programs apparently have a somewhat more applied research expectation than EdD and PhD programs.

When there is a required research project, there is also, typically, a faculty research advisor working with the student. Frequently this advisor is assigned by the departmental chairperson, particularly in the non-doctoral programs. While many of the research advisors are appointed by chairpersons in doctoral programs (40%), they are slightly more frequently (about 45%) selected by students.

Research committees exist about 50% of the time to work with students enrolled in master's degree programs which have research requirements. This figure increases to approximately two-thirds in the certificate and EdS programs, and almost all doctoral programs have research committees. These committees typically contain from 3 to 4 members across all programs, with doctoral research committees being slightly larger on the average.

An oral defense is required in about two-thirds of the MA, certificate and EdS programs which require a research project, and this defense is required in nearly all of the doctoral programs. Students less frequently than faculty report the defense as being required. Oral defense committees are reported as being somewhat larger than dissertation research committees, with between three and five faculty, two or three of whom are from the student's department typically participating in the oral defense. Masters and certificate oral defense committees tend to be smaller on the average than EdS, EdD and PhD committees.

As indicated earlier, the major distinction in evidence among programs in the area of research skill development is between the doctoral programs and the three pre-doctoral programs. Doctoral programs require more, and more specialized, research courses, demand research projects of almost all students, more frequently have students conducting theory-based research, have research advisors selected by the student, have research committees, and have larger research committees.

Sources of Student Financial Assistance

The data in Table 17 clearly indicate that a substantial porportion of educational administration students receive some form of financial assistance and that this proportional figure swells greatly at the doctoral level. Moreover, there is a decided difference between the doctoral degree programs; slightly less than three-fourths of PhD students receive some form of aid, while the same is true of only two-fifths of EdD candidates. There are no outstanding proportional differences among the various types of assistance offered to students, although the research assistantship and its allied forms of aid seem somewhat predominant at the doctoral level. The degree of support

stemming from student loans and teaching assistantships appears fairly stable across degree types, with each form of assistance being secured by slightly less than 10% of the degree candidates

Table 17

Proportion of Students Receiving Financial Assistance, by Degree and Type of Aid

Type of Aid	Percent of Students				
	MA	Cert.	EdS	EdD	PhD
Student loans	7	7	10	7	9
Teaching Assistantship	5	8	11	8	10
Research Assistantship	8	6	9	13	16
Consultation/Project Assistant	2	7	4	9	12
Federal Project Assistant	3	6	0	9	6
Other Forms of Financial Assistance	13	0	0	13	19
Not Receiving Any Aid	65	66	66	40	28

Facilities and Services

Facilities and services available in the college of education were rated in terms of their facilitation of the attainment of the goals of the educational administration program by both faculty and students. Twenty-four areas were assessed, ranging from audio-visual services to transportation facilities.

Classroom space, audio-visual service and library service were rated high by both student and professor groups. Computer equipment and computer service were rated higher by respondents describing doctoral programs than by other respondents. This difference possibly results from the increased use of the computer in doctoral programs and its

function in assisting to meet the goals of doctoral programs, or perhaps institutions with doctoral programs have better data processing facilities. Students rated student work space and conference space more highly than did faculty. Laboratory facilities and service, lounge space, conference space, faculty workspace, transporation, parking, food/snack service, and student work space were frequently rated low by faculty. Students rated several areas higher than did faculty, particularly conference and student work space, food/snack service, laboratory services, and lounge space.

Student Placement

As would be expected, doctoral programs graduate substantially fewer students each year (12, on the average) than do MA (36 graduates/year), certificate (20), and EdS (43) programs. However, a proportionally greater number of doctoral recipients are assisted by the department or university placement services in securing their first professional placement after graduation. Undoubtedly, this effect is, to some extent, a consequence of the fact that many pre-doctoral candidates return to positions already possessed or in the offing, while this is less typical of those achieving the doctorate. In any case, EdD recipients seem to make the most of these services; indeed, it is reported that nearly three out of every four EdD graduates find their first position as a result of these procedures, the same being true of 49% of the PhD recipients, 41% of those attaining the certificate or EdS, and but 35% of those receiving the MA.

Upon graduation, the students are not forgotten, for a majority of the programs of all degree types reportedly systematically monitor the careers of their graduates and regularly solicit alumni reactions to their programs, though EdS, PhD, and especially EdD programs seem more committed to these efforts than are MA and certificate programs.

Perhaps the burden of these evaluative efforts is eased by the fact that so many graduates of educational administration programs find placement within a rather short distance from their alma mater. With the exception of EdD recipients, roughly one-third of the students take their first placement after graduation within 25 miles of their degree-granting institution.

Department Governance

What groups are involved and what is the extent of faculty involvement in departmental decision making? Faculty indicate that generally they are involved in making decisions in all four areas referenced: personnel selection, personnel promotion, student personnel, and curriculum. At least 70% of the professors indicated that they "Always" or "Often" participate in each of these decision areas. Faculty indicated somewhat less involvement in personnel promotion and greater involvement in curriculum than in the other two areas, and professors responding for the MA programs indicated less involvement while those from doctoral reported more involvement than professors from the other programs.

It is clear that the faculty are the major departmental decision makers, almost always participating in departmental decisions. Interested graduate students and adjunct professors are rarely involved, and in less than 50% of the institutions are graduate student representatives or instructors allowed a vote. There is a trend toward greater involvement of the frequently disenfranchised groups in master's and doctoral programs. Slightly less involvement of these four groups is apparent in the EdD programs as compared to the PhD programs. PhD programs, then, appear to be the most egalitarian but in a limited fashion.

Conclusion

Since a fairly extensive presentation of conclusions and implications derived from this study is included in the final chapter, it will suffice at this point to review only a few of the more important or notable findings drawn from the cross-program comparison.

While differences among the programs are in evidence, the programs are virtually indistinguishable in terms of such characteristics as methods of instruction and types of learning activities used. All programs are seen as being current and relevant, but not as particularly innovative

or individualized. Generally students viewed their programs as less individualized, more structured, and less innovative than did faculty. Administrative theory, leadership, and decision making were identified as major emphases of all five degree programs, and educational law was cited in all but one program. Thus, these topical areas may be taken as the core of the field of educational administration. A large portion of students in all programs are part-time, and many are also employed full time. Several program characteristics have been shaped to accommodate this situation. The programs, rather than being qualitatively different, appear to be developmental, in that each successive program builds upon and extends the content of the earlier programs. Successive program levels emphasize increasing both scope and depth of understanding. When students complete higher-level degree programs, the range of career opportunities expands into more specialized fields and areas of increased administrative responsibility, but those career opportunities which are the focus of lower level programs are also available to them.

The major distinctions among the five programs are in evidence when the two doctoral programs are compared with the three pre-doctoral programs. Significant differences exist in the areas of student selection and admission, student financial support, individualization of programming, residency, research, and minor area of study requirements.

CHAPTER EIGHT

TRENDS IN PROGRAM DEVELOPMENT, 1974-1978

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The preceding five chapters provided a rather detailed overview of the state of preparation programs for educational administrators at one point in time. They depicted the current profiles of various levels of administrator preparation with respect to ten dimensions of preservice programs. They did not, however, address the question of how the programs evolved to their present state or what directions their continued development might take.

It is to this more dynamic aspect of the study that the present chapter is addressed: What are the trends in preservice program development in educational administration? More specifically, five research questions guided the data collection and analysis for this facet of the study. They are:

A. What types of changes in preparation programs were perceived to have occurred during the 1974-1976 time period with respect to (1) program purposes and objectives, (2) program recruitment and selection, (3) program content and instructional processes, (4) program completion requirements, (5) program structure and mechanics, (6) program research experience, (7) program sources or levels of funding, (8) facilities and services within the program, (9) student placement following program completion, and (10) department governance?

B. What types of changes in preparation programs were projected for the 1976-1978 time period with respect to the above ten dimensions of programs?

C. Are there discernible patterns of recent or projected program changes?

D. Are there relationships between perceived recent changes and projected future changes in preparation programs?

E. Are there differences between public and private institutions with respect to recent and projected changes in preparation programs?

Because the type of data utilized for this facet of the study differs considerably from that used in the balance of the study, a description of the research design and methodology is provided below. Following this description, the data analysis and findings are reported in the sequence of the five questions posed above. The concluding section includes a summary of those findings which most clearly indicate trends in program development. Tables depicting all the findings in this section appear in the Appendix at the end of this chapter.

Methodology

In order to assemble information relevant to recent and projected changes in preparation programs without constraining respondents excessively, the research team decided upon an open-ended question structure for the conclusion of the research instrument. The responses, therefore, varied greatly in length and format; they could not be treated as equivalent to the multiple-choice or short-answer responses. Instead, a content analysis technique was employed for treatment of the information about program changes.

Berelson (1954) defined content analysis as a "research technique for the objective, systematic and quantitative description of the manifest content of communication." Since the responses to the open-ended questions were diverse in format but potentially rich in content and meaning, the procedures associated with content analysis were viewed as those most appropriate for objectively, systematically, and quantitatively interpreting the full array of communication provided by the respondents. The procedures followed were those specified by Berelson (1954) and Kerlinger (1964), both of whom noted that content analysis entails the identification and specification of appropriate units of content to be analyzed, the adoption or creation of an inclusive set

categories by which the units can be classified, the careful and objective classification of all the units of content within the categories, the tabulation of units within each category in terms of frequencies and or proportions, and, possibly, the inferential interpretation of these frequencies and/or proportions. Each of these processes, as applied to the present study, is described below.

The Sample

Respondents for this part of the study were 439 professors, representing 327 departments and including 212 department heads. Although the total sample for the study as a whole included 464 professors, 25 of these respondents provided no usable responses to the questions pertaining to program changes. This sample includes 95% of the departments participating in the balance of the study, or about 20% of the professoriate in educational administration nationally and about 88% of all departments of educational administration in the United States.

Instrumentation

The analysis reported in this chapter is based upon responses to two multiple-choice and two open-ended questions which appeared at the end of the comprehensive survey instrument. One pair of questions pertained to recent program changes and was phrased as follows:

1. Within the past two years, there have been changes in the following aspects of the educational admin. program (respond in terms of outcomes or procedures; circle numbers of all appropriate items):

1. program purposes or objectives	7. sources or level of funding
2. recruitment/selection/admissions	8. facilities or services
3. program content or instructional processes	9. student placement
4. completion requirements	10. department governance
5. program structure/mechanics	11. other (specify)
6. research experiences	12. no recent changes

2. For each of the above items circled on the Answer Sheet, briefly state (in one or two sentences) the nature of the recent changes. For each recent change described, indicate the item number from (part) 1 above. Enclose additional pages if ncessary.

The other pair of questions, which pertained to projected program changes, was worded as follows:

1. Within the next two years, changes are projected in the following aspects of the educational admin. program (respond in terms of outcomes or procedures; circle numbers of all appropriate items):

1. program processes or objectives	6. research experiences
2. recruitment/selection/admissions	7. sources or level of funding
3. program content or instructional processes	8. facilities or services
4. completion requirements	9. student placement
5. program structure/mechanics	10. department governance
	11. other (specify)
	12. no changes projected

2. For each of the above items circled on the Answer Sheet briefly state (in one or two sentences) the nature of the projected changes. For each projected change described, indicate the item number from (part) 1 above. Enclose additional pages if necessary.

For each pair of questions, part 1 was treated as a multiple-choice item and part 2 was subjected to content analysis.

Units of Content

A review of the contents of each response suggested that the appropriate units of content for analysis should be the word or phrase rather than the sentence or paragraph. This was found to be necessary because some of the responses were in the form of single words or phrases, some

sentences concerned several aspects of the program, and some responses were not explicitly linked with particular dimensions of the preparation program.

With regard to program dimensions (sub-parts 1-12, part 1 of the questions quoted above), quite clearly they are not independent of each other but are closely interrelated. For example, it can be assumed that if the purposes or objectives of a program changed significantly, the recruitment/selection/admissions, the content and instructional processes, the completion requirements, and/or other dimensions of the program would change accordingly. This interdependence of program dimensions and the varying perspectives of the respondents made clearcut distinctions among the dimensions difficult. The decision to regard words or phrases as the units of content helped to resolve this classification dilemma in the following way: If a particular word or phrase (for example, "competency-based preparation") was used most frequently in association with a particular dimension (for example, "program purposes or objectives"), then that word or phrase was classified within that dimension regardless of where it appeared on the remaining response forms. Stated differently, units of content which appeared most frequently identified with a particular dimension of programs were classified within that dimension in all instances.

As noted earlier, the first step in conducting a content analysis is identification and specification of appropriate units of content. For purposes of this study a phrase was defined as a noun plus all the adjectives, adverbs and/or verbs associated with that noun. When a sole word was used (for example, "increased" or "broadened") and it appeared in explicit association with a particular dimension, that word plus the title of the dimension was regarded as a phrase. In some instances, single words within sentences or paragraphs (for example, "accreditation" and "certification") were regarded as units of content.

Classification of Content

The second step in a content analysis is the adoption or creation of a set of categories by which to sort or classify the units of content. To establish appropriate categories for the present study, the units

of content were treated one dimension at a time. For example, responses that were clearly associated by respondents with Dimension I were reviewed and a set of categories for the units of content in those responses was inductively derived. The categories derived for Dimension I (as for the other dimensions) had to be inclusive, mutually exclusive, sufficiently general, and sufficiently specific. For situations in which a respondent cited more than one unit of content associated with Dimension I, an additional form was completed for each additional unit. The response forms were then sorted into the categories with reference to Dimension I only.

Once a clear understanding of each category in Dimension I was thus generated, all the response cards were scanned for units of content which would "fit" the categories but which were noted elsewhere on the response sheet. These units were likewise classified in the Dimension I categories and the units of content marked so that they would not be classified again later.

A similar procedure was followed for each of the ten dimensions of preparation programs until each unit of content was classified within only one category of only one dimension and every unit of content was classified in some category. The results of this procedure were ten sets of categories for recent program changes and ten sets of categories for projected program changes—twenty sets of categories in all. Each meaningful word or phrase from every respondent was examined and classified in only one place.

Category Reliability

In order to ensure the reliability of the twenty sets of categories, a test of interrater reliability was conducted for each set of categories within each dimension of program changes, recent and projected. Two independent raters sorted the cards and recorded the classifications on separate code sheets. A discrepancy analysis of their results was then conducted with reference to the probability of congruity/discrepancy if the cards had been sorted at random.* If the proportion of interrater

*Appreciation is expressed to Dr. Dale Johnson, University of Tulsa, for his help in designing the reliability studies.

congruent ratings exceeded the .001 probability that the sorting had been by chance alone, the categories and their definitions were regarded as reliable.** In the present study all the categories within all the dimensions of programs were found reliable by this criterion.

Units of Analysis

Although respondents to this portion of the questionnaire were individual professors and department heads, it was felt that for most of the research an analysis by departments rather than by individuals would be the more meaningful approach. Since departments differed in numbers of respondents (the number of respondents per department ranged from 1 to 6, with an average of 1.9 respondents per department), a departmental composite scoring system was utilized: For each category within each dimension, if any one or more respondents cited a relevant unit of content, the department was scored "1" within that category; if no respondents within the department cited a relevant unit of content, the department was scored "0" within that category.

For research questions A, B, D, and E above, the unit of analysis was the department. For research question C the unit of analysis was the individual, since our research interest was in discovering whether persons who cited a particular category of change within one dimension tended to cite predictable categories of changes in any other dimensions.

Reporting of Findings

The first two questions focus upon the types of program changes that were perceived by respondents to have occurred during the past two years (1974-1976) or to be imminent (1976-1978) with respect to each of the ten dimensions of programs. To answer this question it was

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*Randall Pierce, doctoral candidate at the University of Tulsa, is to be thanked for his conduct of the laborious sorting tasks and the reliability studies.

necessary to generate sets of categories by which responses could be summarized and reported. The categories that were generated as described above are listed and defined in Tables 1 and 3.

For each dimension of preparation programs, it was necessary to include a "General" category and a "Miscellaneous" category so that the requirement of category inclusiveness could be met. The "General" category within each dimension refers to the multiple-choice part of each question. That is, when respondents circled a particular number in part 1 of the question on the Answer Sheet but did not explain the type of change verbally, and/or when respondents indicated recent change related to a particular dimension and described the change in terms too general for classification (for example, "completely revised" or "reviewed and changed"), their responses were classified in the "General" category for each dimension so cited.

The "Miscellaneous" category within each dimension refers to specific changes which were clearly described verbally but which could not be classified within an existing category and which were too infrequently cited to warrant a separate category. The number of units classified as "Miscellaneous" was held to a minimum in each dimension.

Tables 2 and 4 depict the frequency with which departments cited each category of recent program changes and the proportion of departments citing each category.

Findings

Recent Program Changes (1974-1976)

The first research question focused upon recent changes in preparation programs, changes that were perceived to have occurred during the past two years (1974-1976). Each of the ten program dimensions cited above was treated by means of content analysis, and the dimension categories so generated are listed in Table 1 of the Appendix. Frequencies with which departments cited the various categories appear in Table 2

Changes in Program Purposes or Objectives were the most frequently cited types of program changes. Within this dimension, 44 departments (18.6% of the total) indicated that some type of goal clarification process had occurred within the past two years. This category of change includes such comments as "objectives reviewed by entire department," "goals agreed upon and written," and similar comments. Thirty-nine departments (16% of total) indicated a broadening of scope in terms of expanding the program, adding areas of specialization, or in some way preparing students for a wider range of career options. Thirty-seven departments (15.6%) indicated a move toward competency-based or related purposes and objectives, and 28 departments (11.8%) reported a shift in the direction of revised state requirements or accreditation standards. It should be noted that many of the respondents, particularly in New York and California, indicated both competency-based and state-related changes in goals, often within the same sentence. Another frequently mentioned change in program purposes or objectives pertains to some form of field orientation; respondents in 23 institutions (9.7%) alluded to increasing practical experience, field relationships, or school system outreach with reference to program purposes or objectives.

It might be noted that very few respondents cited a narrowing of scope (2.1% of departments) or an increased emphasis on theory and research (3.4% of departments) among the recent changes in program purposes and objectives. The latter finding might be a function of the heavy emphasis already placed upon theory and research, as reported elsewhere in this volume. The former finding (very little narrowing of scope) might be indicative of departments' responses to increasingly diverse student populations.

Changes in recruitment, selection, or admission procedures were reported by professors in 209 institutions. Of these changes, the most frequently mentioned type was related to the raising of admission standards, a category which includes requiring more letters of recommendation or letters from district-based administrators, requiring higher GRE or MAT scores, instituting in-take interviews, or similar comments; 33 departments (13.9%) cited changes in the direction of higher standards. Other types of frequently mentioned changes pertain to increases in the recruitment effort by such means as brochures, advertisements, and active promotion of the program (25 departments, 10.5%) and increases in student diversity, primarily through affirmative action efforts and recruitment in a broader geographic area (25 departments, 10.5%).

Within the Program Content and Processes dimension of preparation programs, change in program structure was the most frequently mentioned type of change. Respondents in 9[illegible] institutions (38%) mentioned such changes as course updating, resequencing of courses, introduction of a core sequence, or similar modifications of courses. Closely related to this type of change was a broadening of the scope of course content, mentioned by professors in 58 departments (24.5%). Such changes as adding courses, adding course sequences, or expanding upon existing courses were classified within this category. Fifty-eight departments (24.5%) also reported some sort of change in teaching techniques or learning modes; such comments as "more use of simulation," "increasing supervised field work," and "more independent study" were included in this category.

The remaining dimensions of preparation programs were cited with considerably less frequency in relation to specific changes. Most noteworthy of the remaining categories of change are the following: Structural changes entailing the addition or deletion of entire programs (for example, addition of a certification program or of a higher education program, dropping of a principlaship program, etc.) were reported by persons in 26 institutions (11% of the total); increased flexibility with respect to research requirements by such means as expanding the range of research course electives, encouraging more field-based research or allowing more diverse types of research, was reported in 24 departments (10.1%); 29 departments (12.2%) are experiencing some form of broader participation in decision making through more frequent meetings, increased student participation, or participation by adjuncts, district-based administrators or community representatives.

Projected Program Changes, 1976-1978

The second research question focused upon the types of program changes that were anticipated by respondents for the coming two-year period (1976-1978) with respect to each of the ten dimensions of programs cited above. To answer this question it was necessary, again, to generate ten sets of categories by which responses could be summarized and reported. The categories and their definitions are listed in Table 3.

Table 4 depicts the frequency with which departments cited each category of projected program changes and the proportion of departments citing each category. As indicated earlier, it was necessary to include a "General" and a "Miscellaneous" category for each dimension of programs. It should be noted that the category titles for projected changes do not coincide with those for recent changes. This is because separate raters were employed for the two facets of the study and they worked independently.

Fewer professors responded to this portion of the study than to the section pertaining to recent program changes. Professors in 80 departments (34.6% of the total) reported that they expect no program changes in the near future. Of those who cited projected changes, greater proportions responded in the general categories and substantially fewer professors cited specific changes.

Only four types of program changes were projected by respondents in 10% or more of the departments. Professors in 42 departments (18.2%) indicated that the program would be undergoing review of its purposes and objectives within the next two years. In some instances this review was reported to be part of an ongoing annual procedure. Other respondents indicated that the projected evaluation will be based on follow-up studies of graduates. This type of change was confirmed within the "Content and Processes" dimension, where professors in 36 departments (15.6%) mentioned some type of ongoing review and re-evaluation of course contents and instructional procedures. Within the same dimension, respondents in 27 departments (11.7%) indicated projected changes in program emphasis (for example, by adding deleting specialized programs, meeting new state requirements, or increasing individualization), and professors in 27 departments (11.7%) cited some type of increased field orientation (for example, more field work, increased internship requirement, etc.) as a type of projected change.

Patterns of Recent and Projected Program Changes

The third research question was designed to determine whether there are general patterns of recent or projected program changes that could be discerned from the data. More specifically, did professors who cited a particular type of change within one dimension tend to cite

particular types of changes within other dimensions? The analysis associated with this question was intended to examine whether there are clusters of reported changes that could indicate general directions of program development within groups of departments.

To answer this question a factor analysis of responses to the categories of program changes was conducted with respect to recent and to projected changes. Using individual respondents rather than departments as the units of analysis, responses were subjected to principal components factor analysis with Varimax rotation. For this analysis each category of responses was regarded as a dichotomous variable (subjects either responded within the category or they did not) and the analysis sought relationships among categories across dimensions.

No particular patterns of program changes were found. For recent program changes 17 "factors" emerged which, taken together, accounted for 60% of the total variance. The first factor, including only two items with loadings of .30 or higher (#9, broadened scope—.75 loading and #10, diversified students—.35 loading), accounted for 6.1% of the total variance. The second factor included four items with loadings of .30 of higher (#25, structure changed—.41; #59, increased departmental involvement in placement—.38; #11, goals clarified—.32; and #53, facilities modernized—.31) which together accounted for 4.4% of the total variance. The third and fourth factors included only one high-loading item each (#55, improved off-campus facilities—.66, and #64, broadened participation in department governance—.66) and accounted for 4.1% and 4.0% respectively of the total variance. Thus, while there appears to be a slight tendency for broadening of scope to be coupled with student diversification, there were no clusters that strongly indicated divergent directions in recent program development.

Similar findings obtained for projected program changes; 14 "factors" were required to account for 61% of the total variance. The first factor included two items with loadings of .30 or higher (#36, sequence of courses—.53 loading, and #53, more varied placement methods—.34 loading) and accounted for 6.8% of the total variance. The second factor also included two high-loading items (#24, increased field experience—.70, and #10, changes necessitated by state certification requirements—.67), and this factor accounted for 5.7% of the total variance. The third factor, with only one high-loading item (#40, increased research course requirements—.77), accounted for 5.1% of the total variance. The fourth factor included two high-loading items

(#34, reassessment of program structure—.54, and #21, ongoing evaluation —.42) and accounted for 4.8% of the total variance. There appears to be some tendency for varied placement methods to be coupled with revised course sequences in some professors' projections and for modifications in certification requirements to be coupled with increased field experience in some respondents' projections. However, no strong divergent patterns of projected program changes could be discerned from the data.

Relationships Between Recent and Projected Program Changes

The fourth research question focused upon possible relationships between recent and projected program changes. Its intent was to identify, if possible, such longer-range trends in program development as might be inferred from professors' responses to both parts of the questionnaire. Since the categories pertaining to recent changes differ from those pertaining to projected changes, the analysis was an approximation of relationships based upon rank ordering of categories.

Table 5 illustrates the rank ordering, by frequencies, of the ten most frequently cited recent program changes as compared with the ten most frequently cited projected changes. Five types of recent changes appear to have equivalents among the projected changes:

1. Review and clarification of program purposes and objectives. Departments have apparently been engaging in goal setting activities and intend to continuing doing so.

2. Competency-based preparation. Departments have been moving toward a competency-based format or increasing the amount of competency-related content, and this trend is expected to continue.

3. Improvement of facilities. New buildings, modernized work areas, and improved equipment (i.e., computers, multi-media facilities) appear to characterize departments of educational administration both in the recent past and in the near future.

4. Higher or more stringent admission requirements. Departments appear to have been raising their admission standards—by higher required standard test scores or grade point averages, letters of recommendation, and like measures—and to intend continuing this trend.

5. State guidelines or certification requirements. Apparently, departments of educational administration have had to modify their programs to conform to altered state certification requirements; professors expect state guidelines to continue to change.

In summary, only five of the many categories of program change were cited frequently as both recent and projected. Thus, there appear to be trends toward continuing program assessment, competency-based preparation, improvement of facilities, more rigorous admission standards, and revision of state requirements for certification.

Differences Between Public and Private Institutions

The fifth research question was designed to determine whether there are differences between public institutions and private institutions with respect to professors' perceptions of recent program changes and their projections of future program changes in educational administration departments. To answer this question a series of Chi square analyses was conducted to compare the proportions of respondents citing each category in public and private institutions. Since the "General" and "Miscellaneous" categories were too vague for meaningful analysis, they were omitted from these computations. Both recent and projected changes were included in the analysis, and the findings for both are reported in Table 6.

Public and private institutions appear very similar in their perceptions of recent changes in preparation programs. The only category of changes that appears to differentiate between the two types of institutions is that pertaining to program purposes and objectives: Private institutions more frequently than public institutions reported a shift toward competency-related goals or objectives ($p > .05$). The findings indicate possible differences, though not statistically significant ones, with respect to the following categories of recent changes: A slightly lower proportion of departments in private institutions reported improvement in the centralized placement service; a slightly higher proportion of private institutions reported having raised the admission or selection standards; and a slightly higher proportion of private institutions indicated a reduction of program completion requirements.

There were no statistically significant differences between public and private institutions in professors' reports of anticipated program changes. Differences might exist, though the findings were not at a significant level, with respect to the following types of changes: A slightly lower proportion of professors in private institutions anticipate new or expanded facilities; a slightly higher proportion of those in private institutions expect an increase in competency-based preparation; and a somewhat higher proportion of those in private institutions expect to increase research requirements.

In summary, the only category of program change that differentiates public from private institutions (at a statistically significant level) is that of program purposes or objectives. Departments in private institutions more frequently report having shifted toward competency-related goals for the preparation program.

Summary and Conclusion

Preservice preparation programs in the United States appear to be in a state of evolution. Professors in 237 of the 258 departments participating in the study reported program changes of some sort, recent or projected, in their preparation programs. And these changes are numerous and diverse.

Although the data did not lend themselves to very detailed summarization and the methodology of content analysis did not enable very specific quantification, some broad categories of program change appear to capture the trends that characterize program development in the field of educational administration. For example, departments of educational administration seem to undergo frequent program reassessment and to make changes in the direction of broadening program scope and initiating competency-related instructional objectives. They appear to be striving toward higher admission standards while at the same time increasing the number and diversity of students. Program content and delivery have been changing accordingly, with updating of course content and broadening the scope of course content frequently mentioned. According to professors, changes in teaching methods are occurring in many institutions.

It seems quite clear that similar developments were expected to occur in the near future (1976-1978). Program and course evaluation was often anticipated as were changes in program emphasis and increased field orientation. Were a similar survey of preparation programs to be conducted now, in 1978, it would be interesting to see whether the projected program changes have actually occurred.

From the data yielded by this section of the questionnaire, there do not seem to have been any radical departures from the norm in recent program changes; nor do drastic changes seem imminent. The changes appear to be gradual and cumulative. Perhaps the most promising note sounded by so many of the professors is that self-assessment is becoming an ongoing part of departmental activity. From this expansion of self-appraisal we can expect continued renewal and change.

APPENDIX TO CHAPTER EIGHT

TABLES

Table 1. Category Names and Definitions:
Recent Changes in Preparation Programs

Dimension #	Dimension Title	Category #	Category Title	Category Definition
I	Purposes and Objectives	8	General	Cited, but not explained
		9	Scope Broadened	Goals or objectives more inclusive; additional aims or objectives
		10	Scope Narrowed	Goals or objectives less inclusive; aims or purposes reduced
		11	Clarified	Goals reviewed, refined, or formalized
		12	Theory/ Research	Increased emphasis on theory or research within program
		13	Field Orientation	Increased practical or field-oriented emphasis within program
		14	CBTE	Development of competency-based, MBO, or performance contracting within program
		15	State Guidelines	Program goal changes in accordance with revised state certification or accreditation requirements
		16	Miscellaneous	Specific change cited, but not classifiable
II	Recruitment/Selection/Admissions	17	General	Cited, but not explained
		18	Diversified Students	Broader range of students sought and admitted (i.e., for affirmative action), or admission standards reduced in some way
		19	Recruitment Effort	More publicity and more general effort to attract students; broader geographic area tapped for recruitment
		20	Higher Standards	Higher test scores or more documentation required for admission, or general tightening of standards
		21	Broader Involvement	More persons (e.g., professors, students, administrators) involved in admissions decisions
		22	Miscellaneous	Specific changes cited, but not classifiable
III	Content and Processes	23	General	Cited, but not explained
		24	Content Broadened	Additional courses offered within department; more electives
		25	Structure Changed	Courses revised or updated; course content altered
		26	New Teaching Modes	Increased use of other-than-lecture techniques (for example, simulations, team teaching, field-based experiences)
		27	Revised Crediting	Alternation in quarter/semester pattern, credit requirements, or certification standards
		28	Miscellaneous	Specific changes cited, but not classifiable
IV	Completion Requirements	29	General	Cited, but not explained
		30	Increased requirements	More courses, credits, hours, time or residency required for completion
		31	Practicum requirements	Added requirements of internship, practicum, field work, or other supervised work experience
		32	Reduced requirements	Fewer required credits, courses, hours, years or research experience
		33	Flexible requirements	Greater individualization; for example, more options or electives, alternative courses or culminating experiences, or competency-based requirements
		34	Exit requirements	Revision in final evaluation, examination, or culminating exercise
		35	Miscellaneous	Specific changes cited, but not classifiable

Dimension #	Dimension Title	Category #	Category Title	Category Definition
V	Structure and Mechanics	36	General	Cited, but not explained
		37	Advisement	Revisions in advisement; i.e., committee composition, advisors, options
		38	Integration	Combining of courses, programs, or other units within department
		39	Structure	Alteration in course, program, or department structure (i.e., addition of a core sequence); addition or deletion or degree or certification programs
		40	Procedures	Revision in patterns for planning, filling out forms, getting credit, linking with the college or university, etc.
		41	Miscellaneous	Specific changes cited, but not classifiable
VI	Research Experiences	42	General	Cited, but not explained
		43	Procedures	Revised research advisement, supervision, or locus (i.e., field-based)
		44	Flexibility	Expanded research options or course electives; encourage more field-based research
		45	Reduced	Dropped research requirements (courses or thesis) or relaxed research standards
		46	More Stringent	Intensified research emphasis, require more courses, or increased research rigor
		47	Miscellaneous	Specific changes cited, but not classifiable
VII	Funding	48	General	Cited, but not explained
		49	Increased	More money available through grants, number of scholarships, increased tuition, or other sources
		50	Decreased	Less money available due to fewer grants, fewer scholarships, reduced tuition
		51	Miscellaneous	Specific changes cited, but not classifiable
VIII	Facilities and Services	52	General	Cited, but not explained
		53	Modernized	New or renovated building, space, or department location
		54	Personnel Services	New or improved machinery, equipment, computers, or other support services
		55	Off-Campus	Improved field-based or other off-campus instructional centers, or improved on-campus facilities for serving off-campus needs
		56	Miscellaneous	Specific changes cited, but not classifiable
IX	Placement	57	General	Cited, but not explained
		58	Central	New placement office or director, modernized system, or intensified placement effort
		59	Departmental	More professorial involvement in placement, field contacts, or follow-up
		60	Miscellaneous	Specific changes cited, but not classifiable
X	Governance	61	General	Cited, but not explained
		62	Centralization	Increased college- or university-wide governance, or integration of educational administration with other departments or programs
		63	Decentralization	Educational administration became a more distinct or separate unit
		64	Broadened	More people participating in departmental decisions; for example, elections, more frequent meetings, increased student participation, etc.
		65	New Leader	New chairperson, director, coordinator, or other leadership replacement
		66	Miscellaneous	Specific changes cited, but not classifiable.

Table 2. Recent Changes in Preparation Programs: Frequencies and Proportions of Departments Citing Each Category of Change

Dim.	Category #	Title*	Frequency (N=237)	Per Cent of Total
I Purposes/ Objectives	8	General	64	27.0
	9	Scope Broad.	39	16.0
	10	Scope Nar.	5	2.1
	11	Clarified	44	18.6
	12	Theory/Rsch.	8	3.4
	13	Incr. Field-Or.	23	9.7
	14	CBTE	37	15.6
	15	State Guide.	28	11.8
	16	Miscellaneous	9	3.8
II Selection	17	General	89	37.6
	18	Diversified	25	10.5
	19	Incr. Recruit.	25	10.5
	20	Hi'r Standards	33	13.9
	21	Broad. Involve.	14	5.9
	22	Miscellaneous	23	9.7
III Content/ Processes	23	General	79	33.3
	24	Scope Broad.	58	24.5
	25	Struc. Changes	90	38.0
	26	Tchg. Lrng.	58	24.5
	27	Revised Cred.	14	5.9
	28	Miscellaneous	21	8.9
IV Completion	29	General	92	38.8
	30	Incr. Req'ts.	22	9.3
	31	Pract. Req'ts.	18	7.6
	32	Red. Req'ts.	16	6.8
	33	Incr. Flex.	15	6.3
	34	Exit Req'ts.	15	6.3
	35	Miscellaneous	8	3.4
V Structure/ Mechanics	36	General	93	39.2
	37	Advisement	18	7.6
	38	Integration	10	4.2
	39	Struc. Changes	26	11.0
	40	Proced. Ch's.	14	5.9
	41	Miscellaneous	5	2.1
VI Research	42	General	59	24.9
	43	Proced. Ch.	15	6.3
	44	Incr. Flex.	24	10.0
	45	Red. Req'ts.	4	1.7
	46	String. Req'ts	18	7.6
	47	Miscellaneous	3	1.3
VII Funding	48	General	20	8.4
	49	Increased	19	8.0
	50	Decreased	15	6.3
	51	Miscellaneous	5	2.1
VIII Facil./ Services	52	General	28	11.8
	53	Mod. Plant	29	12.2
	54	Impr. Serv.	12	5.1
	55	Off-Campus	13	5.5
	56	Miscellaneous	6	2.1
IX Place- ment	57	General	27	11.4
	58	Cent. Serv.	17	7.2
	59	Dept. Invol.	14	5.9
	60	Miscellaneous	5	2.1
X Governance	61	General	40	16.9
	62	Centralized	14	5.9
	63	Decentralized	9	3.8
	64	Broad. Partn'	28	11.8
	65	New Head	15	6.3
	66	Miscellaneous	10	4.2
XI	7	No Changes	42	17.7
	67	Private	54	22.8
	68	UCEA	34	14.3

*Refer to Table 1 if necessary for complete titles of categories.

Table 3. Category Names and Definitions: Projected Changes in Preparation Programs

Dimension #	Dimension Title	#	Category Title	Category Definition
I	Purposes and Objectives	8	General	Cited, but not explained
		9	Review and Evaluation	Annual or continuous review, up-dating, or study
		10	Certification Requirements	Changes in program due to changes in state requirements
		11	CBTE	Development of competency-based or MBO program
		12	Reorganization/Revision	Addition or revision of programs (i.e., doctoral)
		13	Miscellaneous	Specific changes cited, but not classifiable
II	Recruitment/Selection/Admiss.	14	General	Cited, but not explained
		15	More Stringent	Fewer students admitted; higher standards
		16	Increased Recruitment	Efforts to attract more students
		17	Revised Admissions Criteria	Admission standards made congruent with new or revised programs
		18	Affirmative Action	More minorities and women sought/admitted
		19	Miscellaneous	Specific changes cited, but not classifiable
III	Content and Processes	20	General	Cited, but not explained
		21	Ongoing Evaluation	Regular review of course content
		22	Additional Courses	New courses and/or programs
		23	C-B Instruction	Competency-related instructional techniques
		24	Increased Field Experiences	More off-campus learning via internships, practica, etc.
		25	Miscellaneous	Specific changes cited, but not classifiable
IV	Completion Req'ts.	26	General	Cited, but not explained
		27	Review of Requirements	Assessment and revision of program requirements
		28	C-B Completion	Specific competencies required for degree
		29	Increase of Requirements	More courses, credits, skills or hours required
		30	Miscellaneous	Specific changes cited, but not classifiable
V	Structure and Mechanics	31	General	Cited, but not explained
		32	Off-Campus Experience	More internship, practica, or field work required
		33	Cooperative Efforts	Integration via program mergers, joint appointments, team teaching or related efforts
		34	Reassessment of Structure	Program reorganization
		35	Additional Programs	Addition of degree or specialization programs
		36	Change in Sequence	Reordering of courses; reduction of duplication
		37	Miscellaneous	Specific changes cited, but not classifiable
VI	Research Experiences	38	General	Cited, but not explained
		39	More Research required	Increase in students' research experiences
		40	Increased Course Requirements	Strengthening or expansion of course sequences
		41	Specific Types of Research Required	Emphasis on particular types of research (i.e., computer assisted, field-based, empirical, etc.)
		42	Miscellaneous	Specific changes cited, but not classifiable
VII	Funding	43	General	Cited, but not explained
		44	More Federal Money	Federal grants to be sought or recently received
		45	More State Money	Additional state funds due to legislation or grants
		46	Miscellaneous	Specific changes cited, but not classifiable
VIII	Facilities/Services	47	General	Cited, but not explained
		48	New or Expanded	Building in progress, move to new quarters projected, or additional off-campus facilities
		49	Increased service	Service to or from outside agencies
		50	Miscellaneous	Specific changes cited, but not classifiable
IX	Placement	51	General	Cited, but not explained
		52	Increased Effort	More cooperation with placement office, increased follow-up with graduates, or other additional effort
		53	More Varied Methods	Use of computers, outside agencies, and changes in placement folder information
		54	Miscellaneous	Specific changes cited, but not classifiable
X	Governance	55	General	Cited, but not explained
		56	Program Consolidation	Increased centralization, fewer degree offerings, reorganization
		57	Expansion	Additional departments or administrators; more persons involved
		58	Miscellaneous	Specific changes cited, but not classifiable

Table 4: Projected Changes in Preparation Programs: Frequencies and Proportions of Departments Citing Each Category of Change

Dim.	#	Category Title*	Frequency (N=231)	Per Cent of Total
I Purposes/ Objectives	8	General	37	16.0
	9	Review	42	18.2
	10	Certif. Require'ts	18	7.8
	11	CBTE	22	9.5
	12	Reorg. & Revision	9	3.9
	13	Miscellaneous	7	3.0
II Selection	14	General	47	20.3
	15	More Stringent	19	8.2
	16	Incr. Recruitment	12	5.2
	17	Revise Criteria	9	3.9
	18	Affirm. Action	5	2.2
	19	Miscellaneous	6	2.6
III Content/ Processes	20	General	67	29.0
	21	Ongoing Evaluation	36	15.6
	22	Change Emphasis	27	11.7
	23	C-B Instruction	10	4.3
	24	Incr. Field Work	27	11.7
	25	Miscellaneous	6	2.6
IV Com- pletion	26	General	39	16.9
	27	Compl. Require'ts.	6	2.6
	28	Competency-Based	5	2.2
	29	Increased Req'ts	8	3.5
	30	Miscellaneous	7	3.0
V Structure/ Mechanics	31	General	46	10.9
	32	Off-Campus	7	3.0
	33	Co-op. Efforts	4	1.7
	34	Reassess. of Struc.	7	3.0
	35	Add Programs	8	3.5
	36	Change Sequence	5	2.2
	37	Miscellaneous	7	3.0
VI Research	38	General	36	15.6
	39	Increased Rsch.	8	3.5
	40	Changed Req'ts	6	2.6
	41	Emph. Rsch. Types	11	4.8
	42	Miscellaneous	3	1.3
VII Funding	43	General	27	11.7
	44	Incr. Fed. $	8	3.5
	45	Incr. State $	7	3.0
	46	Miscellaneous	10	4.3
VIII Facil./ Serv.	47	General	22	9.5
	48	Mod. Plant	18	7.8
	49	Improv. Serv.	5	2.2
	50	Miscellaneous	8	3.5
IX Place- ment	51	General	18	7.8
	52	Incr. Effort	15	6.5
	53	Improv. Methods	3	1.3
	54	Miscellaneous	2	.9
X Govern- ance	55	General	21	9.1
	56	Centralization	5	2.2
	57	Broader Partic.	9	3.9
	58	Miscellaneous	2	.9
	7	No Changes	80	34.6

*Refer to Table 3 if necessary for complete titles of categories

Table 5

Recent Changes			Projected Changes		
Rank	Dim.	Title	Rank	Dim.	Title
1	III	Structural Changes	1	I	Review
2.5	III	Scope Broadened (Content)	2	III	Ongoing Evaluation (Content)
2.5	III	Tchg/Lrng Styles	3.5	III	Ch. Emphasis (Content)
4	I	Clarification	3.5	III	Incr. Field Work (Content)
5	I	Scope Broadened (Objectives)	5	I	CBTE
6	I	CBTE	6	II	More Stringent (Admissions)
7	VIII	Modernization of Plant	7.5	I	Certification Requirements
8	II	Higher Stand's. (Admissions)	7.5	VIII	Modernization of Plant
9.5	I	State Guidelines	9	IX	Incr. Placement Effort
9.5	X	Broader Partic. (Governance)	10	II	Incr. Recruitment

Table 6. Comparison Between Public and Private Institutions: Recent and Projected Program Changes

Recent Changes					Projected Changes			
Category Dim.	#*	Public (Percent)	Private (Percent)	Chi Square	#*	Public (Percent)	Private (Percent)	Chi Square
I	9	17.59	11.11	.83	9	17.98	18.87	.00
	10	1.64	3.70	.15	10	7.87	7.55	.04
	11	19.67	14.81	.37	11	7.87	15.09	1.71
	12	2.73	5.56	.34	12	5.06	.00	1.60
	13	10.93	5.56	.83				
	14	12.57	25.93	4.68*				
	15	11.48	12.96	.00				
II	18	9.84	12.96	.16	15	8.43	7.55	.01
	19	9.29	14.81	.83	16	5.06	5.66	.03
	20	12.02	20.37	1.78	17	3.37	5.66	.12
	21	6.56	3.70	.21	18	1.69	3.77	.14
III	24	25.14	22.22	.07	21	16.85	11.32	.57
	25	38.25	37.04	.00	22	11.80	11.32	.02
	26	24.59	24.07	.01	23	5.06	1.89	.37
	27	5.56	3.70	.21	24	13.48	5.66	1.72
IV	30	9.29	9.26	.07	27	2.81	1.89	.01
	31	6.56	11.11	.67	28	1.12	5.66	2.11
	32	5.46	11.11	1.31	29	3.37	3.77	.08
	33	6.01	7.41	.00				
	34	7.10	3.70	.34				
V	37	8.74	3.70	.88	32	2.25	5.66	.67
	38	4.37	3.70	.03	33	2.25	.00	.25
	39	10.38	12.96	.08	34	3.37	1.89	.01
	40	6.56	3.70	.21	35	3.93	1.89	.08
					36	1.69	3.77	.14
VI	43	6.56	5.56	.00	39	2.25	7.55	2.03
	44	9.29	12.96	.28	40	3.37	.00	.74
	45	1.09	3.70	.50	41	5.06	3.77	.00
	46	6.56	11.11	.67				
VII	49	7.65	9.26	.01	44	3.37	3.77	.08
	50	6.01	7.41	.00	45	3.93	.00	1.02
VIII	53	12.02	12.96	.00	48	9.55	1.89	2.35
	54	6.01	1.85	.76	49	2.25	1.89	.14
	55	6.01	3.70	.01				
IX	58	8.74	1.85	2.03	52	6.18	7.55	.00
	59	5.46	7.41	.04	53	1.12	1.89	.07
X	62	6.01	5.56	.04	56	2.25	1.89	.14
	63	3.83	3.70	.13	57	5.06	.00	1.60
	64	10.93	14.81	.29				
	65	7.10	3.70	.34				

*See Table 1 for category titles.

CHAPTER NINE

SOME AREAS OF CONCERN IN ADMINISTRATOR PREPARATION

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The major purposes of this chapter are to raise some questions that have been stimulated by the findings reported in the preceding chapters and to suggest some directions for futher research. In the course of this discussion some of the major findings will be reviewed by way of summary.

The study reported in this volume was a survey of educational administration master's, sixth year, and doctoral preservice preparation programs in the United States. Respondents were department heads, other professors, and students in the programs studied. They represented 258 of the 375 institutions offering programs in educational administration (69% of the total): 95 master's programs (30% of the total of 320), 90 sixth year programs (90% of the 100 such programs), and 60 docotral programs (43% of the existing 140 doctoral programs). As noted earlier, the questionnaire had been developed around ten interrelated aspects or dimensions of preparatory programs. Thus, it is on these ten dimensions that the summary and discussion to follow are focused.

Areas of Concern

Program Purposes and Objectives. Quite consistently across the three levels of graduate programs, the major purpose of the programs is to prepare students for building or district administrative positions in public school systems (K-12). Preparation for elementary and secondary school principalships predominates at the master's level while, as might be expected, preparation for superintendencies and assistant superintendencies (particularly in business, personnel, and instruction) is

more common at the doctoral level. Participants in all three levels of programs perceive a balance of conceptual, technical, and human relations skill emphases within the courses, though professors tend to perceive a more consistent balance than do students. Within the three graduate levels of training the topics or areas of study most frequently emphasized are administrative theory, decision making, law, and leadership; administrative theory and business or finance. Administrative theory and business/finance are more heavily emphasized at the intermediate and doctoral levels, while curriculum, supervision and human relations are more strongly emphasized at the master's level.

In view of the finding reported below, that the predominant mode of instruction is classroom discussion in settings of from 10 to 30 students, one might be led to question the reported balance among conceptual, technical, and human relations skills. In such settings, do students actually acquire the technical skills of, for example, making good (effective) decisions, designing and balancing budgets, or applying the laws to actual situations, all areas of reported program emphasis—or do students learn about these topics conceptually and discuss them in classes? Similarly, do students actually gain human relations skills by practicing leadership, making decisions that affect others, and assessing their relationships with others, also areas reportedly emphasized in the programs—or do they, again, learn about such topics and discuss them? In view of the scant participation of students in departmental decision making (reported below) and the rather traditional classroom setting for instruction, one might suspect that the reported balance among conceptual, technical and human relations skill areas is misleading and that the primary emphasis is on conceptualizations about administrative functions, technology and human relations.

The predominance of building- and district-level school administration among the many roles for which educational administrators might be prepared constitutes, perhaps, another area of concern. While the enrollments in preservice programs are increasing, the number of such positions is rapidly decreasing, according to many reports. Either many degree holders will remain in jobs for which they are "overqualified" (if such a term has any meaning at all) or they will remain jobless, unless preparatory programs more noticeably expand the range of roles for which students are prepared. Although such fields as medical education, corporate education, adult education, and school in-service education seem to be expanding rapidly, there is little evidence from this study that the programs are preparing leaders for those arenas.

The general parochialism or provincialism of graduate programs in educational administration is another area of concern. Not only do students typically live and work near the university but they retain their full-time jobs throughout their graduate studies. One might wonder whether fresh, new ideas can penetrate such local orientations or whether alternative styles of administration are believable to students who are steeped all day in their familiar school settings.

The localism of students raises some questions about program homogeneity as well. Although the data in this study were grouped across institutions, so that some truly unique programs may have been overlooked, the predominance of relatively local students (from within 100 miles) suggests that the programs are not distinctive enough to lure students from a greater distance. Roald Campbell (1976), James March (1973), and Jack Culbertson (1972), all had occasion to recommend that graduate programs in educational administration become more specialized, more differentiated, so as to prepare persons in greater depth for specialized roles and to meet the challenges of prospective declining enrollments. But their advice does not seem to have been heeded. While students claim to initiate their own inquiries about graduate programs, either they find the programs too similar to warrant moving or they limit their inquiries to the local institutions.

The part-time nature of the student body raises some questions about the normal work day for professors and the resulting quality of student programs. Typically, professors of educational administration work during the day when the university is open for "business as usual" and fully staffed with support personnel. On evenings when their classes meet, the professors generally remain later or return to the campus to teach. Does this make sense? Perhaps the professors and their support staff members should work during the late afternoon and evening hours so as to keep the department "in full swing" while the students are free to benefit? This would probably reduce the inordinate attention that the steadily decreasing numbers of on-campus residents enjoy but would increase considerably the amount of "campus life" and group interaction that part-time students can enjoy. Stated differently, the shift in student populations toward part-time study and off-campus "residency" has not been matched by an equivalent shift in professors' work patterns, and one might question whether the quality of doctoral level programs may be affected accordingly.

Program Contents and Instructional Processes. Of the required credits in the various programs—about 32 credits beyond the baccalaureate for the MA degree, 53 credits for the certificate or sixth year degree, and 82 credits for the doctorate—most are within the department of educational administration. As might be expected, the proportion of out-of-department course requirements increases as the level of training increases, though most of the allied-field course work at all levels is in research and statistics. Generally, original research is not required at the master's level, is optional at the intermediate level, and is required at the doctoral level. Minors or cognates are generally not required in master's programs but are frequently required at the doctoral level.

Within all program levels, the primary mode of instruction is discussion in classroom settings of between 10 and 30 students. Simulation, role playing, and case study analysis are sometimes employed for instructional purposes, but their use is not prevalent, and professors tend to report using such techniques more frequently than students perceive them to be used. Computer interactions and self-instruction modules are rarely used in any of the programs surveyed. And although field trips and practica are sometimes required (most commonly at the sixth year level), they occupy but a small proportion of the students' time (about 15% of students' time at the doctoral level).

The predominance of traditional instructional modes might be of some concern to those who seek improvement of preparation programs. Computer games and simulations have existed for quite some time, but they are apparently rarely used for instruction. Similarly, the notions of individually paced instruction and mastery learning have been on the education scene for a long time but have apparently been slow to penetrate our graduate programs.

This traditionalism in instruction (as in other facets of the department, such as governance) is particularly problematic in a field that purports to emphasize educational leadership. We appear to be following the proverbial precept of "Do as I say, not as I do," for when we speak of "open classroom" learning we do so in a traditional, resource-free classroom; and while we speak of leadership we insist our students follow a program of fixed requirements and we provide them few opportunities for leadership. Downey (1973) suggested that professors provide a "learning-in-action" context for graduate education—for example, that students learn about program evaluation by evaluating their educational administration program, or that they learn Management Information Systems by designing one for the educational administration department—so as to bridge the gap

Recruitment, Selection and Admissions. Within all three levels of training—master's, sixth year, and doctoral—the student populations look remarkably similar. The students are predominantly local, part-time, white and male. Although most of the students work full time as classroom teachers, a substantial portion of doctoral students (about 40%) work full time as school administrators. Whereas women comprise almost a third of the master's degree candidates, they are about a fourth of the sixth year and doctoral populations. Minority group members, primarily blacks, constitute less then one-fifth of the enrollments consistently across program levels.

Typically, the students live and work within a 25-mile radius of the university, even at the doctoral level, and many of them received their undergraduate degrees at the same institution (30% of the doctoral students). Thus, even at the doctoral level, there appears to be little geographic movement for the sake of acquiring specialized training.

Self-initiated inquiry and recommendations of friends appear to be the most common sources of awareness of the programs, and convenience of location as well as faculty and program reputation provide the major impetus for enrolling in the program. While minimum grade point average and minimum standard exam scores are admission criteria across the three program levels, only about 12% of master's program applicants, 14% of sixth year program applicants, and 25% of doctoral program applicants are denied admission. Within all three program levels, enrollments had increased during the year preceding data collection; however, almost twice as many master's program respondents as doctoral program respondents reported increased enrollments.

In view of what has been published and spoken about enhancing opportunities for minorities and women, the continuing homogeneity of student populations is an area of some concern. Since women are about 51% of the population at large and about 70% of all public school educators (NEA, 1973), their presence as about one-fourth of the advanced graduate population is still not representative; and the professoriate, about 10% female, as reported in Chapter Three, is still representative neither of the education profession nor graduate student population. Since women comprise about 22% of college and university faculties (US Department of Labor, 1971), departments of educational administration continue to be more exclusionary than most other departments. A similar concern should be expressed with regard to minorities, who remain underrepresented both among students and in the professorship.

between theory and practice, between university and school system. But his recommendation has not been heeded either, according to findings in this study.

Program Requirements. As noted earlier, research and statistics courses are generally required in educational administration programs, at the introductory level in master's and sixth year programs and generally at the introductory and advanced levels in doctoral programs. In addition, courses in law, psychology, history, business administration, and management science are frequently taken outside the educational administration department. In doctoral programs only about 15% of the students' course work is outside the college of education, although a cognate concentration is often required at that level.

Generally speaking, residency requirements escalate as program level increases. While most of the MA programs have no residency requirement, many sixth year programs require about half a year of residency, and doctoral programs typically include a residency of a year or more. Similarly, research and internship requirements tend to increase with increasing program levels, as would be expected. Students generally have a program advisor with whom they meet about once per semester or quarter, and when research is undertaken they have a research advisement committee as well, often including at least one out-of-department member. At all program levels, when original research is conducted, the research proposal must be approved by a committee and the completed research report must be defended before a committee. Non-paid field experiences, such as internships, are required in about 35% of master's programs, 80% of the sixth year programs, and 65% of doctoral programs.

The issue of residency seems to be of concern to many professors. Resieencies are reportedly required in many programs, especially at the doctoral level, where 94% of the departments require at least one year of residency. However, the nature of the students' residency experience cannot be discerned from the data gathered in this study. Given the very large proportion of part-time students and the small proportion of students receiving financial support, one can assume that many of the residencies are nominal only, that students continue to be employed in school systems but take additional course work that constitutes "residency." In some institutions, "residency" may simply refer to course work completed on the main campus rather than in extension schools or in other universities. In either case, the ideal of one or two years of full-time student life at the graduate level seems to

be disappearing from our preparatory programs, and with it the notions of time for scholarly objectivity, student life, and colleague-like interaction between professors and students. Trautmann (1977) reported that on-campus residencies are required in the vast majority of doctoral programs and that concurrent employment is generally forbidden, particularly in PhD programs, but he did not examine how rigorously these rules are enforced.

Concern about internship and field experiences has also been expressed both in the literature (for example, Ramsey and Lutz, 1973; Barrilleaux, 1972) and in informal conversations. Because detailed descriptions of the internship are not available from the data at hand, questions arise as to the quality of those experiences, the degree of structure and/or expert supervision they entail, and the extent to which students are exposed to new or different settings through these field experiences.

Program Structure, Mechanics and General Characteristics. As noted earlier, program advisement is usually provided at all program levels, and students typically meet with their advisor once or twice per semester or quarter. Students are generally allowed to transfer some credits from other institutions or programs, about eight at the master's level and about 13 at the intermediate level.

Within the three levels of training, professors and students generally perceive their programs to be effective. That is, courses were viewed as current, relevant to student needs and interrelated while programs were seen to be characterized by much faculty-student communication. Whereas programs were perceived to be individualized to suite students' unique needs or interests, instruction was viewed as neither individualized nor innovative. Professors tended to be somewhat more generous than students in ratings of program effectiveness.

The high degree of faculty-student communication is somewhat surprising in view of the fact that most students attend school only part-time and during the evening, when the professors are either teaching or away from the campus. Perhaps students and professors confer about as often as they wish; and perhaps professors invited those students with whom they have the best rapport to participate in this study.

While the generally high ratings of program characteristics are gratifying, the relatively low ratings for individualization of instruction and innovativeness are somewhat disturbing, especially in view of the fact that we frequently encourage students to implement innovation and individualization in the public schools.

Research Experiences. As anticipated, research courses and original research requirements increase with level of preparation. Original research, though generally not of a conceptual/empirical nature, is required in about 29% of master's programs; it is required or optional in about 75% of intermediate programs and is often reportedly conceptual/empirical in type; and about 94% of doctoral programs require original research, which is often of a conceptual/empirical type (about 50% of the studies) or a case study and analysis (about 25% of the studies). Research advisors and a research advisement committee typify these research experiences, and a proposal review as well as a research defense are usually required. At the doctoral level, most students have a dissertation proposal seminar among their course requirements. No difference was found between PhD and EdD programs in the nature of the culminating research projects or in research-related course requirements.

One of the shortcomings of this study is that no precise definition of "conceptual/empirical" was provided on the questionnaire; professors' interpretations of that term might vary considerably. To pose the problem more precisely, whereas a large number of doctoral dissertations seems to be in the form of surveys rationalized by a review of the literature, most of the professors in doctoral programs reported that they "rarely if ever" receive dissertations that are atheoretical surveys. Can it be that many of the respondents considered the studies to be "conceptual" if they cited some theoretical literature and "empirical" if they entailed data collection?

Of course, the quality of research produced in graduate programs is not measurable in the context of this study, although serious questions have been raised about the quality and methodologies of doctoral research. As indicated by Nagle above and by Greenfield (1976), among others, the efficacy of "hypothetico-deductive" research in educational administration is being called into question. Perhaps newer and more daring approaches to research are now in order, and perhaps excellent syntheses of the available literature and "meta-analyses" (Glass, 1976) of the available research and replications of questionable studies would be more substantial contributions to knowledge in our field than are the hypothesis-testing studies and case study analyses that are reportedly prevalent now.

The apparent lack of distinction between PhD and EdD programs, particularly in research course requirements and culminating research products, might be another area of some concern. As Nagle noted above, the intended differentiation between the practice-oriented EdD and the research-oriented PhD is not apparent in the programs surveyed.

Sources of Funding. Some form of financial support is available to large numbers of graduate students. As might be expected, the proportion of students receiving such assistance generally increases as level of preparation increases. Thus, while about 65% of master's students receive no financial assistance, only about 28% of doctoral students are completely self-supporting. Assistance in the form of student loans and teaching assistantships remains fairly constant across program levels, with about 8% of students receiving loans and about 9% holding teaching assistantships. However, support via research assistantships and project or consultation assistantships increases steadily with program levels. About 12% of doctoral students have research assistantships, and only about 7% of doctoral students are receiving federal project support.

Facilities and Services. Facilities and services were favorably rated quite consistently by professors as well as by students. Across all three program levels, classroom and conference space and library and audio-visual services and equipment were perceived to be excellent or very good. Facilities or services receiving much lower ratings were food, transportation, and parking facilities as well as clerical or secretarial services.

Student Placement. Professors of educational administration and college placement services are apparently very active in the placement and career monitoring of graduates. As might be expected, the proportion of students placed in job positions increases with level of preparation. About 35% of master's program, 45% of intermediate program, and 65% of doctoral program graduates are reportedly placed in jobs as a result of university efforts. The placement rate for EdD recipients is higher than that for Phd Recipients.

Consistent with the finding that the students are very local is the finding that placement tends to be local. At the master's and intermediate levels, about one-third of graduates are placed within a 25-mile radius of the degree granting institution, and another one-third of the graduates find placement between 25 and 100 miles from the institution. Doctoral graduates are more cosmopolitan, with more than 50% of graduates finding initial placement more than 100 miles from the alma mater.

An issue of some concern is the nature of the systematic follow-up with graduates that reportedly occurs following graduation. Professors in 64% of master's programs, 60% of certificating and education specialist programs, and 75% of doctoral programs reported that they regularly solicit evaluative comments from program graduates. The data do not reveal, however, the proportion of graduates responding to information-gathering efforts, the modes of inquiry pursued, or the types of questions asked. Nor do the data reveal the uses to which follow-up data are put. Since this author knows of no programs that maintain up-to-date lists of graduates (with current addresses) and that conduct periodic scientific data-collection from representative samples of graduates and/or their colleagues (supervisors, subordinates), the quality of reported follow-ups is questionable. It seems probable that the respondents to whatever data-gathering devices are used would tend to be the persons who remained local, who maintained contact with the university, who were relatively successful, and who remained within the education system.

Follow-up studies can be a vital tool for program assessment and renewal. However, these studies would have to be scientifically designed, carefully analyzed, and systematically utilized within the department to be of real help. One technique for gathering valuable information about program effectiveness might be to collect perceived effectiveness rating forms from superordinates, subordinates and peers of an adequate random sample of graduates to study perceived skill attainment in the areas stressed within the preparation program. This would provide somewhat more objective data than the self-report techniques more frequently used and might enable department members to identify student or program characteristics that relate to perceived administrator effectiveness.

Department Governance. The norm across all three program levels is that assistant, associate, and full professors comprise the formal decision-making authority in such areas as curriculum, personnel selection and promotion, and student personnel. Instructors, adjuncts and students have little formal voice. During the late 1960's, when student agitation characterized so many campuses, the level of student participation in

decision making probably escalated. But the level of voting participation by interested students or student representatives seems to have settled to a relatively low level. At all levels, the majority of professors reported that graduate students don't participate in any of the departmental decisions.

The data do not indicate, of course, the extent to which people in various roles participate informally in the decision process. It might be that students exercise considerable influence, particularly in such matters as curriculum and personnel selection, through informal communication networks. Studies of communication systems and influence patterns would be of interest in the understanding of how preparation programs function, especially if the impact of the informal channels on formal decison structures is examined.

Program Change. Evolution appears to be an ongoing characteristics of preparation programs. Professors reported recent and projected changes in the direction of broadened program scope, competency-based preparation, increased field orientation both in practical experience and research methodology, increased diversification of students, and higher admission standards. They also reported the implementation and projected continuation of self-assessment and program review.

The issue of competency-based preparation is of considerable interest and concern in many quarters, particularly in view of state mandates to orient programs toward competency. Not only do we not know which "competencies" are related to administrative effectiveness (however that is defined), but we are unable to measure those "competencies" which we believe to be important. Still more problematic is our ability to affect students' levels of competence even when we think we know which skills are relevant and how to measure them. The report of professors in 15.6% of the departments that their programs are changing in the direction of competency orientated goals and instructional techniques is questionable in light of student reports that teaching and learning are predominantly in the traditional classroom mode.

Another set of questions focuses on the reported self-assessment and program review within large numbers of departments. The data do not reveal, of course, how these self-appraisals take place, whether they are tied to explicit criteria of effectiveness, or whether they are in any way systematic or data based. Two areas in which students could gain

considerable practical skill in research and evaluation and at the same time contribute tremendously to program development would be in the design and implementation of annual follow-up studies of graduates and program evaluation studies within departments.

Research Directions

As noted at several points throughout this document, the research procedures followed in this study suffer all the limitations of survey techniques, including inadequate information for pursuing the more profound or substantive questions. Nevertheless, the data do provide a good jumping-off point for more sophisticated research, and they do generate questions that merit further inquiry. Several such questions have been suggested in the preceding chapters. Therefore, this discussion will focus upon some promising research methodologies rather than upon program dimensions. The two areas addressed are cross-cultural analysis and theory-based research.

As noted in the Foreword, the entire research undertaking reported here was an outgrowth of discussions initiated at the Third International Intervisitation Programme in 1974. Its primary intent, in other words, was to stimulate and facilitate cross-cultural analyses of administrator preparation.

At this point we have a tremendous body of data generated by parallel studies in Canada, Great Britain, New Zealand, Australia, and the United States. Some individual or some group can now take on the task of cross-cultural comparison and analysis. Some questions that might be pursued are: To what extent is preservice preparation in educational administration similar or different within the five nations studied? Do the differences appear to reflect divergent value premises within these five cultures? Do the differences reflect differences in the primary, secondary and post-secondary education systems within the five countries? And can implications regarding program quality or effectiveness be drawn?

Perhaps the most significant question that can be addressed, in view of respondents' expressed interest in program assessment and development, focuses upon what we can learn from practices elsewhere. Are there promising procedures and practices in the Commonwealth nations that we

should attempt to adapt in the United States? Are there practices we commonly utilize that should be discontinued in view of experiences elsewhere?

The issue of research methodology reamins salient in the quest for understanding the process of administrator preparation in education. Although, as supported by the data, we place strong emphasis on theory and "conceptual-empirical research" within preparation programs, we have been, as a field, surprisingly reluctant to study the programs themselves more scientifically. How programs function as bureaucracies (to a greater or lesser extent), open systems (to a greater or lesser extent), decision structures, socialization processes, instructional devices, motivators or need satisfiers, and organizations-in-environments, to mention but a few relevant perspectives, remains unknown. Certainly there is need for theory-based research on the structures, processes, and impact of preparation programs if we are to engage in meaningful program development efforts.

Other methodologies are emerging which could fruitfully be directed toward the study of administrator preparation. Ethnographic studies of the unique cultures fostered within departments, and microanalyses of behavior patterns within departments, would probably yield fascinating and useful information about the processes of professional preparation. Similarly, case studies of students' progressions through preservice programs and into practice could provide significant insights into what students experience within programs.

The volume presented here is but a flat description of preparation programs in the United States. It is only a starting point in the pursuit of knowledge about the nature of preservice preparation in educational administration.

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APPENDIX

PROTOTYPE QUESTIONNAIRES:

Department Head
Professor
Student

EDUCATIONAL ADMINISTRATION PREPARATION PROGRAMS THROUGHOUT THE UNITED STATES

A COMPREHENSIVE SURVEY

Sponsored by

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

(Form: Department Heads)

DIRECTIONS

1) Remove the Answer Sheet by cutting or tearing off the last page. Mark all responses on the Answer Sheet.

2) Indicate responses by circling numbers, printing information, or checking boxes within columns as each item specifies.

3) If additional space is needed to answer questions H2 or I2, enclose additional pages with the Answer Sheet.

4) Enclose completed Answer Sheet and additional pages (if any) in envelope provided and return WITHIN TWO WEEKS to the University Council for Educational Administration.

THANK YOU FOR YOUR COOPERATION

A. RESPONDENT DATA

A1 Which of the following types of preparation programs in educational administration/supervision are offered within your department? (On the Answer Sheet, circle all appropriate numbers.)
1. Master's Degree (M.A., M. Ed., or M.S.)
2. Education Specialist Degree (EdS.) - a course of study generally requiring two years of graduate study and resulting in a university-conferred degree or certificate
3. State Certification (CAS) - a course of study generally requiring one or two years of graduate work and resulting in a state certificate or license, not a degree program
4. Doctor of Education (EdD.)
5. Doctor of Philosophy (PhD.)
6. Other (specify)

A2 Which professor would be best able to provide information about each of those programs? (For each program circled on the Answer Sheet, print the name of one professor. If you wish, print your own name for one type of program.)

B. INSTITUTIONAL DATA

B1 Type of institution (circle one number):
1. Public 2. Private

B2 Location of institution (circle one number):
1. metropolitan urban area (population of one million or more)
2. moderately urban area (population of 100,000 to one million)
3. suburban area (within a 25-mile radius of an urban area)
4. rural area (beyond a 25-mile radius of an urban area)

B3.1 Approximately how many students are matriculated in the entire university, including graduate and undergraduate full-time and part-time students?

B3.2 Approximately how many students are matriculated in the College of Education, including graduate and undergraduate full-time and part-time students?

C. PROGRAM STRUCTURE, MECHANICS, GENERAL CHARACTERISTICS

C1 Course credit at this institution is offered on the basis of (circle one number):
1. semester hours 3. trimester hours
2. quarter hours 4. other (specify)

C2 Within this department, what is the approximate proportion (to the nearest 10%) of courses offered at the following times (indicate percentage for each item; total should equal 100%):
1. during week days (between 8:00 A.M. and 4:00 P.M.)
2. during week nights (between 4:00 P.M. and 11:00 P.M.)
3. during weekends

C3 How many full-time male and female faculty members (including yourself) are presently in the department of educational administration/supervision in each category below:

1. lecturers/instructors
2. Assistant Professors
3. Associate Professors
4. Full Professors
5. Emeritus Professors
6. others (specify)

C4 How many part-time faculty members presently serve in the department of educational administration/supervision in each of the following capacities (indicate number for each item):

1. three-fourths time
2. one-half time
3. one course only
4. nominal dept. members (no courses)
5. other (specify)

D. SOURCES OF FUNDING

D1 In your estimation, what proportion of the department's fiscal resources now comes from each of the following sources (indicate percentage for each item; total should equal 100%):

1. tuition
2. field services
3. foundations or grants
4. federal projects
5. state funding
6. endowments
7. investments
8. other sources (specify)

E. STUDENT PLACEMENT

E1 Does the department engage in systematic follow-up (career monitoring) of graduates?

1. yes
2. no

E2 Does the department make systematic provision for monitoring reactions to the program(s) from alumni?

1. yes
2. no

E3 Of the students who find positions upon completion of programs in this department, approximately what proportion (to the nearest 10%) accept positions:

1. within a 100-mile radius of this institution?
2. within a 25-mile radius of this institution?

F. DEPARTMENT GOVERNANCE

F1.1 Is there a chairperson or head of the Department of Educational Administration?

1. yes
2. no

F1.2 If so, how is the department head selected?

1. election
2. appointment

F2 Approximately how many department meetings are held annually?

F3 How regularly do department faculty members participate in making departmental decisions regarding each of the following (check one column for each item):

1. personnel selection
2. personnel promotion
3. student personnel
4. curriculum

F4.1 Is there a formally constituted student organization in the department of educational administration/supervision"
1. yes 2. no

F4.2 Is there a formally constituted student organization in the School of Education?
1. yes 2. no

F5 How regularly do the following participants have a formal vote in the departmental decision-making process (check one column for each item):
1. interested graduate students
2. graduate student representatives
3. Adjunct Professors
4. Instructors/Lecturers
5. Assistant Professors
6. Associate Professors
7. Full Professors
8. others (specify)

G. OTHER COURSES OF STUDY

G1.1 Are courses in higher education administration offered at this institution?
1. yes 2. no

G1.2 If so, where and how are they offered (circle one number):
1. in the dept. of educational administration, but not for a higher education admin. degree
2. in the dept. of ed. admin. and for a higher education admin. degree
3. in a different department, but not for a higher education admin. degree
4. in a different department and for a higher education admin. degree
5. in a department of higher education and for a higher education administration degree
6. not offered at this institution

G1.3 If courses in higher education administration are offered at your institution, who would be the most appropriate person to contact for information about the higher education admin. program?

G2.1 Are courses in special education administration offered at this institution?
1. yes 2. no

G2.2 If so, where and how are they offered (circle one number):
1. in the dept. of ed. admin., but not for a special education administration degree
2. in the dept. of ed. admin. and for a special ed. admin. degree
3. in a different department, but not for a special ed. admin. degree
4. in a different department and for a special ed. admin. degree
5. in a dept. of special education and for a special education administration degree
6. not offered at this institution

G2.3 If courses in special education administration are offered at your institution, who would be the most appropriate person to contact for information about the special education admin. program?

H. RECENT PROGRAM CHANGES

H1 Within the past two years, there have been changes in the following aspects of the educational administration program (respond in terms of outcomes or procedures; circle numbers of all appropriate items):

1. department purposes or objectives
2. recruitment/selection/admission
3. program content or instructional processes
4. completion requirements
5. program structure/mechanics
6. students' research experiences
7. sources or level of funding
8. facilities or services
9. student placement
10. department governance
11. other (specify)
12. no recent changes

H2 For each of the above items circled on the Answer Sheet, briefly state (in one or two sentences) the nature of the recent changes. (For each change described, indicate the item number from H1; enclose additional pages if necessare.)

I. PROJECTED CHANGES

I1 Within the next two years, changes are projected in the following aspects of the educational administration program (respond in terms of outcomes or procedures; circle numbers of all appropriate items):

1. department purposes or objectives
2. recruitment/selection/admission
3. program content or instructional processes
4. completion requirements
5. program structure/mechanics
6. students'research experiences
7. sources or level of funding
8. facilities or services
9. student placement
10. department governance
11. other (specify)
12. no projected changes

I2 For each of the above items circled on the Answer Sheet, briefly state (in one or two sentences) the nature of the projected changes. (For each change described, indicate the item number from I1 above; enclose additional pages if necessary.)

END OF QUESTIONNAIRE

EDUCATIONAL ADMINISTRATION PREPARATION PROGRAMS THROUGHOUT THE UNITED STATES

A COMPREHENSIVE SURVEY

Sponsored by

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

(Form: Professors - CAS Programs)

DIRECTIONS

1. Remove the Answer Sheet, which is the last page of this booklet. Please mark all responses on the Answer Sheet.

2. Indicate responses by circling numbers, printing information, or checking boxes within columns as each item specifies.

3. If additional space is needed to answer questions K2 or L2, enclose additional pages with the Answer Sheet.

4. Enclose completed Answer Sheet, additional pages (if any), and five students' Answer Sheets in envelope provided and return WITHIN TWO WEEKS to the University Council for Educational Administration.

THANK YOU FOR YOUR COOPERATION

SURVEY QUESTIONNAIRE - CAS
Professors

A. PROGRAM PURPOSES AND OBJECTIVES

A1 The CAS program in educational administration is designed to prepare individuals for the following types of positions: (On the Answer Sheet, circle the numbers of all appropriate items of the list below.)

1. assistant principal, elementary
2. assistant principal, secondary
3. principal, elementary
4. principal, secondary
5. supervisor of instruction, building level
6. superintendent of schools
7. supervisor of instruction, district level
8. assistant superintendent for
   a. business
   b. personnel
   c. instruction
   d. pupil personnel
   e. community relations
   f. adult education
   g. evaluation
   h. other (specify)
9. administrator, higher education
10. professor of
    a. educational admin.
    b. higher ed. admin.
    c. special education admin.
    d. other (specify)
11. research director (R & D center)
12. state or regional level administrator
13. other (specify)

A2 The orientation of the CAS program here is primarily (on the Answer Sheet, circle the number of one of the items listed below):

1. developing conceptual skills
2. developing human relations skills
3. developing technical skills
4. about equal between 1 and 2
5. about equal between 1 and 3
6. about equal between 2 and 3
7. about equal among 1, 2, and 3

A3 Which seven (7) topics below are emphasized in the greatest number of courses in the CAS program? (On the Answer Sheet, circle seven numbers representing seven of the items listed below.)

1. administrative theory
2. adult education
3. buildings/facilities
4. business/finance/budgeting
5. career education
6. community college admin.
7. community education
8. comparative administration
9. computer uses
10. contracts and grants
11. curriculum development
12. decision making
13. economics of education
14. education law
15. elementary school admin.
16. education technology
17. evaluation
18. foundations of education
19. higher education admin.
20. human relations
21. management information systems
22. instructional supervision
23. investment management
24. leadership
25. organizational development
26. personnel management, staff
27. personnel management, student
28. planning
29. policy making
30. politics of education
31. principalship, elementary
32. principalship, secondary
33. professional negotiations
34. public relations
35. research methodology
36. school-community relations
37. school district administration (superintendency)
38. secondary school admin.
39. special education admin.
40. statistics
41. others (specify)

A4 In the CAS program, what is the approximate proportion of students preparing for each of the following types of positions: (Base your estimates on apparent student aspirations for positions immediately after completion of the CAS program. Indicate percentage for each item listed below. Total should equal 100%.)

1. university professors
2. R & D specialists
3. public school administrators
4. community college administrators
5. college/university administrators
6. federal/state/regional agency admin.
7. further study
8. other (specify)

B. RECRUITMENT, SELECTION AND ADMISSION PROCEDURES

B1 In your estimation, what proportion (to the nearest 10%) of students in the CAS program have the following backgrounds (indicate percentage for each item):

1. received undergraduate training at this institution
2. live and/or work within a 25-mile radius of this institution
3. currently work as classroom teachers
4. currently work as school/college administrators
5. come from fields other than education

B2.1 In your estimation, what proportion (to the nearest 10%) of students enrolled in the CAS program is in each of the following categories (indicate percentage for each item):
1. special students (non-degree)
2. part-time students (less than 12 credit hours per semester/quarter)
3. employed full-time
4. receive financial aid (i.e., fellowships, scholarships)

B2.2 In your estimation, what proportion (to the nearest 5%) of students enrolled in the CAS program is in each of the following categories (indicate percentage for each):
1. female
2. members of minority groups

B2.3 Of those students in the CAS program who are members of minority groups (if any), approximately what proportion (to the nearest 5%) is in each of the following groups (indicate percentage for each):
1. Black
2. Native American (In'ian)
3. Oriental
4. Spanish surnamed
5. Other (specify)

B3 Approximately what proportion (to the nearest 5%) of students enrolled in the CAS program United States citizens?

B4 Rank order, from 1 to 3, the three main reasons that students enrolled in the CAS program preferred to enroll at this institution (regard "1" as the primary reason; indicate item numbers on Answer Sheet):
1. attractive admissions criteria
2. available financial aid
3. convenient course schedule
4. reasonable tuition/fee schedule
5. reputation of faculty and/or program
6. convenient location (i.e., near home or work)

B5 In your estimation, how did students in the CAS program initially become aware of the program? Rank order, from 1 to 3, the three main ways, regarding "1" as the primary way. (Indicate item numbers on Answer Sheet.)
1. extension courses
2. field surveys/evaluations
3. newspaper advertisements
4. previous coursework
5. publicity literature
6. survey of options
7. recommendation by friends
8. study council activities
9. recruitment activities
10. recommendation by professional
11. self initiated
12. other (specify)

B6.1 How many students have been admitted to the CAS program during the past calendar year?

B6.2 Compared to the previous year, enrollment has: (Circle one number.)
1. increased
2. decreased
3. remained constant

B6.3 By what approximate percentage has enrollment in the CAS program increased or decreased beyond the previous year?

B7.1 In order to be eligible for admission to the CAS program, candidates must: (Circle numbers of all appropriate items.)
1. hold a teaching certificate
2. have some teaching experience
3. have administrative/supervisory experience
4. have a minimum grade point average
5. pass a standard exam (i.e., GRE, MAT)
6. pass other tests (e.g., aptitude)
7. pass a departmental exam (scholarly)
8. pass a departmental interview
9. pass an English writing exam
10. submit recommendations
11. submit an autobiographic essay
12. other (specify)
13. no admission requirements for the CAS program

B7.2 Of the above admission requirements (if any), which one is given greatest consideration as a criterion of admission to the CAS program? (circle one number.)

B8 In your estimation, what proportion of applicants to the CAS program is denied admission as degree candidates?

C. PROGRAM CONTENT AND INSTRUCTIONAL PROCESSES

C1 Course credit at this institution is offered on the basis of: (Circle one number.)
1. semester hours
2. quarter hours
3. trimester hours
4. other (specify)

C2 On the average, what is the total number of educational administration credit hours (formal courses, seminars, etc.) potentially available to students enrolled in the CAS program?

C3 Of the total amount of time students devote to completing the CAS program, estimate (to the nearest 10%) the proportion of time devoted to each of the following types of learning activities (indicate percentage for each; total should equal 100%):
1. formal instruction and independent study
2. field experiences (i.e., practicums, observations, internships)
3. research projects (i.e., field studies, theses, dissertations)

C4 Of the total amount of time students in the CAS program devote to coursework, estimate (to the nearest 10%) the proportion of time enrolled in the following types of courses: (Indicate percentage for each; total should equal 100%.)
1. those in the department of ed. admin.
2. those in other departments in the college of education
3. those in departments outside the college of education

C5 Estimate (to the nearest 10%) the proportion of time that students enrolled in the CAS program experience the following in their ed. admin. courses: (Indicate percentage for each; total should equal 100%.)
1. instructional settings of more than 30 students
2. instructional settings of 10 - 30 students
3. instructional settings of 2 - 10 students
4. one-to-one instructional settings (tutorials)

C6 Estimate (to the nearest 10%) the proportion of time that students enrolled in the CAS program experience the following in their ed. admin. courses: (Indicate percentage for each; total should equal 100%.)
1. lecture (one-way communication)
2. discussion (two-way communication
3. independent study (programmed modules or other self-instruction)

C7 Approximately how often do students enrolled in the CAS program experience each of the following in their ed. admin courses: (Check one column for each item.)
1. group process techniques (e.g., sensitivity, t-groups)
2. self-instruction programmed modules
3. case studies
4. simulation/role playing
5. field trips (site visits)
6. computer use
7. other (besides lecture/discussion - specify)

C8.1 Do students enrolled in the CAS program take courses outside the department of ed. admin.?
1. yes 2. no

C8.2 If so, estimate the proportion of students enrolled in the CAS program who take one or more courses in each of the following fields: (Check one column for each item.)
1. Anthropology
2. Business Admin.
3. Computer Science
4. Economics
5. Engineering
6. English/Humanities
7. History
8. Law
9. Management Science
10. Political Science
11. Psychology
12. Public Admin.
13. Social Psychology
14. Foreign Language
15. Research/Statistics
16. Sociology
17. other (specify)

D. PROGRAM REQUIREMENTS

D1 What is the minimum number of credit hours beyond the B.A or B.S. degree required to complete the CAS program?

D2 Within the CAS program, what is the total number of credit hours allocated to required courses (not electives)?

D3 For the CAS program, how many credit hours of coursework (if any) are required in each of the following areas (if none, write "0" on the appropriate lines):
1. ed. research or statistics
2. survey of ed. admin.
3. organization theory
4. history/philosophy of ed.
5. curriculum
6. educational psychology
7. educational sociology
8. supervision of instruction
9. other (specify)

D4 What are the major/minor (supporting field) requirements within the CAS program: (Circle one number
1. only a major in ed. admin. is required
2. both a major in ed. admin. and a minor in the college of ed.
3. both a major in ed. admin. and a minor outside the college of ed.
4. both a major in ed. admin. and a minor inside or outside the college of ed.
5. no major or minor requirement
6. other (specify)

D5 What is the full-time residency requirement within the CAS program (circle one number):
1. one half-year or less
2. 1 year
3. 2 years
4. more than 2 years
5. no residency requirement

D6 What are the required field experiences within the CAS program (circle one number):
1. participation in non-paid field activities (e.g., observations, surveys)
2. participation in paid field activities (e.g., administrative, teaching, or research internships)
3. a combination of (1) and (2) above
4. other field experiences (specify)
5. no required field experiences

D7 What are the major exam requirements in the CAS program, excluding admission exams (circle all appropriate numbers):
1. written and/or oral mid-program exam (qualifying exam)
2. final comprehensive exam
3. research proposal exam
4. no major exam requirements

D8 What are the culminating project requirements within the CAS program: (Circle one number; insert item numbers when/if appropriate.)
1. major paper (e.g., literature review, case study)
2. thesis or dissertation
3. field project and report
4. either ___ or ___
5. both ___ and ___
6. no culminating project requirement
7. other culminating project (specify)

D9 What are the foreign language/research requirements (if any) for completion of the CAS program? (Circle one number:)
1. one foreign language
2. two foreign languages
3. one foreign language plus computer or statistics
4. computer and/or statistics
5. choice of 2, 3, or 4
6. other (specify)
7. no language/research requirements

D10 How regularly applied is each of the requirements for completion of the CAS program? (Check one column for each item.)
1. minimum number of credits
2. balance of coursework inside/outside college of ed.
3. specific course requirements
4. number of credits of required courses
5. major/minor requirements
6. foreign language requirements
7. residency requirements
8. field experience requirements
9. exam requirements
10. culminating project requirements

E. PROGRAM STRUCTURE, MECHANICS, GENERAL CHARACTERISTICS

E1 Within the CAS program, what is the maximum number of credit hours transferable from other institutions?

E2.1 Do students within the CAS program have program advisors?
1. yes
2. no

E2.2 If so, how often, on the average, are students and advisors likely to meet to review and plan the student's program of studies?
1. less than once per semester/quarter
2. once or twice per semester/quarter
3. three or four times per semester/quarter
4. five or more times per semester/quarter

E3 To what extent is the CAS program characterized by each of the following: (Check one column for each)
1. currency of course content
2. relevance to student needs
3. useful repetition
4. interrelatedness of parts
5. mix of theory and practice
6. student/faculty communication
7. innovative practices
8. individualization of instruction
9. individualization of programming

F. RESEARCH EXPERIENCES

F1 Which of the following (if any) are included in the research requirements in the CAS program: (Circle numbers of all appropriate items.)
1. introduction to research in ed.
2. advanced research design
3. introductory statistics
4. advanced statistics
5. thesis proposal seminar
6. other research courses (specify)
7. no research course requirements

F2.1 For the CAS program an original research project is (circle one number):
1. required 2. optional 3. not part of the program

F2.2 If an original research project is optional, what percentage of the students elect the research project option?

F3 Of the research projects submitted for completion of the CAS program, approximately what proportion (to the nearest 10%) is of each of the following types (indicate percentage for each):
1. conceptual/empirical study
2. atheoretical survey
3. case study and analysis
4. literature review
5. position paper
6. personal log and analysis
7. theory development thesis
8. project implementation and evaluation
9. new analytic approach (i.e., instrument design)
10. other research (specify)
11. no research projects for this program

F4.1 For research projects submitted for completion of the CAS program, is there a research project advisor?
1. yes 2. no 3. no research projects

F4.2 If there is a research project advisor, how is that individual selected:
1. appointed by department
2. selected by student
3. self-appointed
4. other (specify)
5. no research projects

F5.1 For research submitted for completion of the CAS program, is there a research project advisement committee?
1. yes 2. no 3. no research projects

F5.2 If there is a research project advisement committee, how many faculty members serve on it?

F6.1 Is there an oral defense required for research projects submitted to complete the CAS program:
1. yes 2. no 3. no research projects

F6.2 If there is an oral defense required, how many faculty members serve on the oral review commission?

F6.3 Of the oral review commission (if any), how many faculty members are from the department of educational administration/supervision?

F6.4 In order for the candidate to fulfill the research project requirement (if any), how many members of the oral review commission (if any) must vote "pass"?

G. SOURCES OF FUNDING

G1 Of the types of financial assistance available to students in the CAS program (if any), approximately what proportion of students receive each of the following types: (Indicate percentage for each item.)
1. student loans
2. teaching assistantships
3. research assistantships
4. consultation/project assistantships
5. federal project assistantships
6. other financial assistance (specify)
7. not receiving any financial assistance

H. FACILITIES AND SERVICES

H1 In terms of attaining the goals of the educational administration program, the facilities and services in the college of education and the department of educational administration/supervision would be rated as follows (check one column for each item):
1. audio-visual services
2. audio-visual supplies
3. classroom space
4. clerical/secretarial service
5. computer equipment
6. computer service
7. conference space
8. duplicating equipment
9. duplicating service
10. faculty housing
11. faculty work space
12. food/snack services
13. laboratory facilities
14. laboratory services
15. library service
16. library stock
17. lounge space
18. mail service
19. parking facilities
20. phone service
21. recreational facilities
22. student housing
23. student work space
24. transportation facilities

I. STUDENT PLACEMENT

I1 To your knowledge, how many students completed the CASprogram in ed. admin. during the past calendar year?

I2 Approximately what proportion of students completing the CAS program in ed. admin. during the past year were placed in jobs by the department of ed. admin. or the university placement service?

I3 Does the department of ed. admin. engage in systematic follow-up (career monitoring) of graduates of the CAS program? 1. yes 2. no

I4 Does the department of ed. admin. make systematic provision for reactions to the program from alumni of the CAS program? 1. yes 2. no

I5 Of the students who find positions upon completion of the CAS program, approximately what proportion (to the nearest 10%) accept positions?
1. within a 100-mile radius of this institution?
2. within a 25-mile radius of this institution?

J. DEPARTMENT GOVERNANCE

J1 How regularly do department faculty members participate in making departmental decisions regarding each of the following (check one column for each item):
1. personnel selection
2. personnel promotion
3. student personnel
4. curriculum

J2 How regularly to the following participants have a formal vote in departmental decision-making processes (check one column for each item):
1. interested grad. students
2. grad. student representatives
3. adjunct professors
4. instructors (lecturers)
5. assistant professors
6. associate professors
7. full professors
8. others (specify)

K. RECENT PROGRAM CHANGES

K1 Within the past two years, there have been changes in the following aspects of the educational admin. program (respond in terms of outcomes or procedures; circle numbers of all appropriate items):
1. program purposes or objectives
2. recruitment/selection/admissions
3. program content or instructional processes
4. completion requirements
5. program structure/mechanics
6. research experiences
7. sources or level of funding
8. facilities or services
9. student placement
10. department governance
11. other (specify)
12. no recent changes

K2 For each of the above items circled on the Answer Sheet, briefly state (in one or two sentences) the nature of the recent changes. For each recent change described, indicate the item number from K1 above. Enclose additional pages if necessary.

L. PROJECTED PROGRAM CHANGES

L1 Within the next two years, changes are projected in the following aspects of the educational admin. program (respond in terms of outcomes or procedures; circle numbers of all appropriate items):
1. program processes or objectives
2. recruitment/selection/admission
3. program content or instructional processes
4. completion requirements
5. program structure/mechanics
6. research experiences
7. sources or level of funding
8. facilities or services
9. student placement
10. department governance
11. other (specify)
12. no changes projected

L2 For each of the above items circled on the Answer Sheet, briefly state (in one or two sentences) the nature of the projected changes. For each projected change described, indicate the item number from L1 above. Enclose additional pages if necessary.

ANSWER SHEET

CODE _____

A1 1 2 3 4 5 6 7
8a 8b 8c 8d 8e 8f 8g
8h: _____
9 10a 10b 10c
10d: _____
11 12
13: _____

A2 1 2 3 4 5 6 7

A3 1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31 32 33 34 35
36 37 38 39 40
41: _____

A4 1 ___% 2 ___% 3 ___%
4 ___% 5 ___% 6 ___%
7 ___% 8 ___%: _____ } 100%

B1 1 ___% 2 ___% 3 ___%
4 ___% 5 ___%

B2.1 1 ___% 2 ___%
3 ___% 4 ___%

B2.2 1 ___% 2 ___%

B2.3 1 ___% 2 ___%
3 ___% 4 ___%
5 ___%: _____

B3 ___% non-citizens

B4 1 ___ 2 ___ 3 ___

B5 1 ___ 2 ___ 3 ___

B6.1 ___ students

B6.2 1 2 3

B6.3 ___%

B7.1 1 2 3 4 5 6
7 8 9 10 11 12
13 _____

B7.2 1 2 3 4 5 6
7 8 9 10 11 12

B8 ___% denied admission

C1 1 2 3 4: _____

C2 ___ credit hours

C3 1 ___% 2 ___% 3 ___% = 100%

C4 1 ___% 2 ___% 3 ___% = 100%

C5 1 ___% 2 ___%
3 ___% 4 ___% 100%

C6 1 ___% 2 ___% 3 ___% = 100%

C7

	often	sometimes	rarely	never
1				
2				
3				
4				
5				
6				
7				

C8.1 1 2

C8.2

	0%	1-10%	11-50%	51-90%	91-99%	100%
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

D1 ___ credit hours

D2 ___ credit hours

D3 1:___ 2:___ 3:___
4:___ 5:___ 6:___
7:___ 8:___ 9:___

D4 1 2 3 4 5 6

D5 1 2 3 4 5

D6 1 2 3 4 5

D7 1 2 3 4

D8 1 2 3 4: ___ or ___
5: ___ and ___ 6 7

D9 1 2 3 4 5 6 7

D10

	always	often	sometimes	rarely	never	not relevant
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

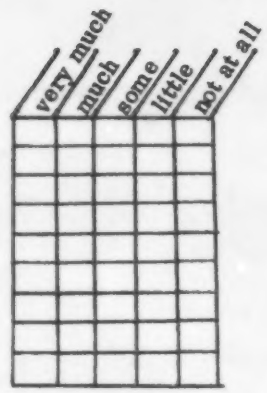
E1 ___ credit hours

E2.1 1 2

E2.2 1 2 3 4

(CONTINUE ON REVERSE)

E3



F1 1 2 3 4 5 6 7

F2.1 1 2 3

F2.2 ___%

F3 1 ___% 2 ___% 3 ___%
4 ___% 5 ___% 6 ___%
7 ___% 8 ___% 9 ___%
10 ___% 11 ___%

F4.1 1 2 3

F4.2 1 2 3 4 5

F5.1 1 2 3

F5.2 ___ faculty members

F6.1 1 2 3

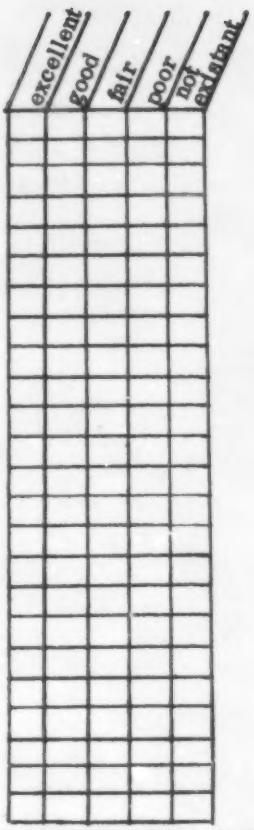
F6.2 ___ professors

F6.3 ___ members

F6.4 ___ members

G1 1 ___% 2 ___% 3 ___%
4 ___% 5 ___% 6 ___%
7 ___%

H1



I1 ___ students

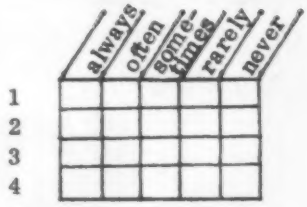
I2 ___%

I3 1 2

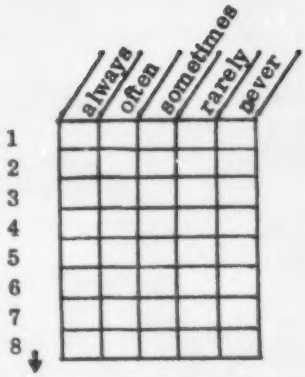
I4 1 2

I5 1 ___%
2 ___%

J1



J2



K1 1 2 3 4 5 6 7
8 9 10 11 12

K2 item number: ___

If more space is needed, please attach additional page(s).

L1 1 2 3 4 5 6 7
8 9 10 11 12

L2 item number: ___

If more space is needed, please attach additional page(s).

EDUCATIONAL ADMINISTRATION PREPARATION PROGRAMS THROUGHOUT THE UNITED STATES

A COMPREHENSIVE SURVEY

Sponsored by

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

(Form: Students - CAS Programs)
Certificate of Advanced Study

DIRECTIONS

1. Remove the Answer Sheet, which is the last page of this booklet. Please mark all responses on the Answer Sheet.

2. Indicate responses by circling numbers, printing information, or checking boxes within columns as each item specifies.

3. Return completed Answer Sheet WITHIN ONE WEEK to the professor who gave you the questionnaire.

THANK YOU FOR YOUR COOPERATION

SURVEY QUESTIONNAIRE - CAS
Graduate Students

A. PROGRAM PURPOSES AND OBJECTIVES

A1 The orientation of the CAS program here is primarily (on the Answer Sheet, circle one number):

1. developing conceptual skills
2. developing human relations skills
3. developing technical skills
4. about equal between 1 and 2
5. about equal between 1 and 3
6. about equal between 2 and 3
7. about equal among 1, 2, and 3

B. PROGRAM SELECTION AND ADMISSION PROCEDURES

B1 Rank order, from 1 to 3, the three main reasons that you preferred to enroll at this institution, regarding 1 as the primary reason: (On the Answer Sheet, indicate numbers of first, second, and third reasons.)

1. attractive admissions criteria
2. available financial aid
3. convenient course schedule
4. reasonable tuition/fee schedule
5. reputation of faculty and/or program
6. convenient location (i.e., near home or work)

B2 How did you initially become aware of this program? (Rank order, from 1 to 3, the three major ways, regarding 1 as the most salient; indicate item numbers on Answer Sheet.)

1. extension courses
2. field surveys/evaluations
3. newspaper advertisements
4. previous coursework
5. publicity literature
6. survey of options
7. recommendation by friends
8. study council activities
9. recruitment activities
10. recommendation by professional
11. self initiated
12. other (specify)

B3 In order to be eligible for admission to the CAS program, candidates must: (Circle numbers of all appropriate items.)

1. hold a teaching certificate
2. have some teaching experience
3. have administrative/supervisory experience
4. have a minimum grade point average
5. pass a standard exam (i.e., GRE, MAT)
6. pass other tests (e.g., aptitude)
7. pass a departmental exam (scholarly)
8. pass a departmental interview
9. pass an English writing exam
10. submit recommendations
11. submit an autobiographic essay
12. other (specify)
13. no admission requirements for the CAS program

C. PROGRAM CONTENT AND INSTRUCTIONAL PROCESSES

C1 Of the total amount of time you devote to completing your program, estimate (to the nearest 10%) the proportion of time devoted to each of the following types of learning activities: (Indicate percentage for <u>each</u> item; total should equal 100%.)

1. formal instruction and independent study
2. field experiences (e.g., practicums, observations, internships)
3. research projects (e.g., field studies, theses, dissertation)

C2 Of the total amount of time you devote to <u>formal coursework</u>, estimate (to the nearest 10%) the proportion of time enrolled in the following types of courses: (Indicate percentage for <u>each</u> item; total should equal 100%.)

1. those in the department of educational administration
2. those in other departments in the college of education
3. those in departments outside the college of education

C3 Estimate (to the nearest 10%) the proportion of time that you experience the following in your educational administration courses: (Indicate percentage for <u>each</u> item; total should equal 100%.)

1. instructional settings of more than 30 students
2. instructional settings of 10 - 30 students
3. instructional settings of 2 - 10 students
4. one-to-one instructional settings (tutorials)

C4 Estimate (to the nearest 10%) the proportion of time that you experience the following in your educational administration courses: (Indicate percentage for <u>each</u> item; total should equal 100%.)

1. lecture (one-way communication)
2. discussion (two-way communication)
3. independent study (programmed modules or other self-instruction)

C5 Which seven (7) topics below are emphasized in the greatest number of courses you have taken in the CAS program? (On the Answer Sheet, circle seven numbers representing seven of the items listed below.)

1. administrative theory
2. adult education
3. buildings/facilities
4. business/finance/budgeting
5. career education
6. community college admin.
7. community education
8. comparative admin.
9. computer uses
10. contracts and grants
11. curriculum development
12. decision making
13. economics of education
14. education law
15. elementary school admin.
16. education technology
17. evaluation
18. foundations of education
19. higher education admin.
20. human relations
21. management information systems
22. instructional supervision
23. investment management
24. leadership
25. organizational development
26. personnel management, staff
27. personnel management, student
28. planning
29. policy making
30. politics of education
31. principalship, elementary
32. principalship, secondary
33. professional negotiations
34. public relations
35. research methodology
36. school-community relations
37. school district administration (superintendency)
38. secondary school admin.
39. special education admin.
40. statistics
41. others (specify)

C6 Approximately how often do you experience each of the following in your educational administration courses: (Check one column for each item.)

1. group process techniques (e.g., sensitivity, t-groups)
2. self-instruction programmed modules
3. case studies
4. simulation/role playing
5. field trips (site visits)
6. computer use
7. other (besides lecture/discussion - specify)

D. <u>PROGRAM REQUIREMENTS</u>

D1 For your program, how many credit hours of coursework (if any) are <u>required</u> of all students in each of the following areas (if none, write "0" on the appropriate lines):

1. ed. research or statistics
2. survey of ed. admin.
3. organization theory
4. history/philosophy of ed.
5. curriculum
6. educational psychology
7. educational sociology
8. supervision of instruction
9. other (specify)

D2 What are the <u>required</u> field experiences within your program? (Circle one number.)

1. participation in non-paid field activities (e.g., observations, surveys, projects)
2. participation in paid field activities (e.g., administrative, teaching, or research internships)
3. a combination of (1) and (2) above
4. other required field experiences (specify)
5. no required field experiences

E. PROGRAM STRUCTURE, MECHANICS, AND GENERAL CHARACTERISTICS

E1.1 Do you have one or more program advisor(s)?

1. yes 2. no

1.2 If so, how often, on the average, are you likely to meet with your advisor(s) to review and plan your program of studies?

1. less than once per semester/quarter
2. once or twice per semester/quarter
3. three or four times per semester/quarter
4. five or more times per semester/quarter

E2 To what degree is your program characterized by each of the following: (Check one column for each item.)

1. currency of course content
2. relevance to student needs
3. useful repetition
4. interrelatedness of parts
5. mix of theory and practice
6. student/faculty communication
7. innovative practices
8. individualization of instruction
9. individualization of programming

F. RESEARCH EXPERIENCES

F1 Which of the following are included in the research requirements in your program? (Circle numbers of all appropriate items.)

1. introduction to research in ed.
2. advanced research design
3. introductory statistics
4. advanced statistics
5. thesis proposal seminar
6. other research courses (specify)
7. no research course requirements

F2.1 For your program, an original research project is (check one):

1. required 2. optional 3. not part of program

F2.2 For research projects submitted in completion of your program, is there a research project advisor?

1. yes 2. no 3. no research

F2.3 If there is a research project advisor, how is that individual selected?

1. appointed by department
2. selected by student
3. self-appointed
4. other (specify)
5. no research projects

F3.1 For research projects submitted for completion of your program, is there a research advisement committee?

1. yes 2. no 3. no research projects

F3.2 If there is a research project advisement committee, how many faculty members serve on that committee?

F4.1 Is there an oral defense required for research projects submitted to complete your program?

1. yes 2. no 3. no research projects

F4.2 If there is an oral defense required, how many faculty members serve on the oral defense commission?

F4.3 Of the oral review commission (if any), how many members are on the faculty of the department of educational administration?

F4.4 In order for the candidate to fulfill the research project requirement (if any), how many members of the oral review commission must vote "pass?"

G. FACILITIES AND SERVICES

G.1 In terms of attaining the goals of your program, the facilities and services for students in the college of education and the department of educational administration would be rated as follows: (Check one column for each item below.)

1. audio-visual services
2. audio-visual supplies
3. classroom space
4. clerical/secretarial service
5. computer equipment
6. computer service
7. conference space
8. duplicating equipment
9. duplicating service
10. food/snack services
11. laboratory facilities
12. laboratory services
13. library service
14. library stock
15. lounge space
16. mail service
17. parking facilities
18. phone service
19. recreational facilities
20. student housing
21. student work space
22. transportation facilities

CODE _____

ANSWER SHEET
(Student Form)

A1 1 2 3 4 5 6 7

B1 1 ___ 2 ___ 3 ___

B2 1 ___ 2 ___ 3 ___

B3 1 2 3 4 5 6 7 8 9
10 11 12 13
↓
_____

C1 1 ___% 2 ___% 3 ___% = 100%

C2 1 ___% 2 ___% 3 ___% = 100%

C3 1 ___% 2 ___% 3 ___% 4 ___% = 100%

C4 1 ___% 2 ___% 3 ___% = 100%

C5 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18
19 20 21 22 23 24 25 26 27
28 29 30 31 32 33 34 35 36
37 38 39 40
41 _____

C6

	often	sometimes	rarely	never
1				
2				
3				
4				
5				
6				
7				

↓
_____

D1 1 ___ 4 ___ 7 ___
2 ___ 5 ___ 8 ___
3 ___ 6 ___ 9 ___
↓
_____

D2 1 2 3 4 5

E1.1 1 2

E1.2 1 2 3 4

E2

	very much	much	some	little	not at all
1					
2					
3					
4					
5					
6					
7					
8					
9					

F1 1 2 3 4 5 6 7

F2.1 1 2 3

F2.3 1 2 3 4 5
↓
_____

F3.1 1 2 3

F3.2 _____ faculty members

F4.1 1 2 3

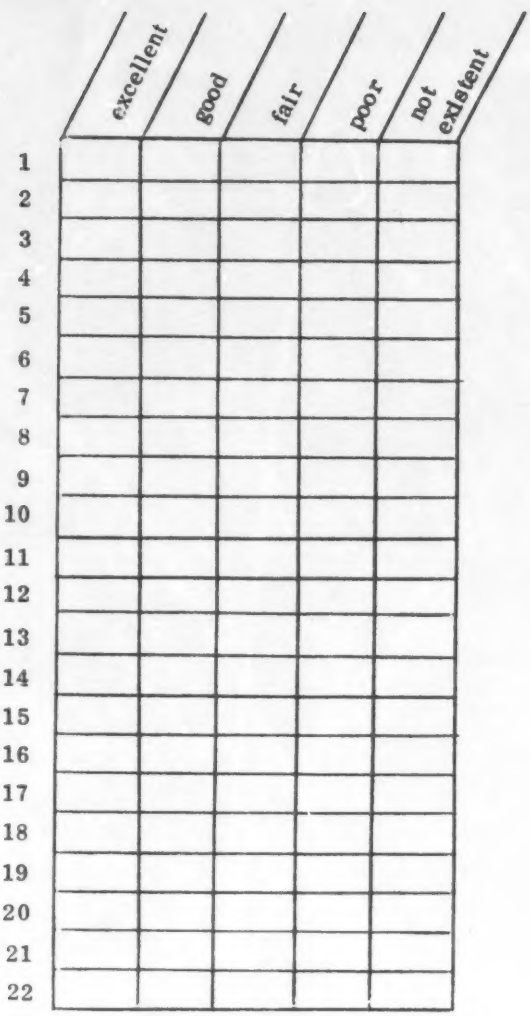
F4.2 _____ faculty members

F4.3 _____ ed. ad. faculty members

F4.4 _____ must vote "pass"

over

G1


excellent
good
fair
poor
not existent
1
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end